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ABSTRACT

Designed to serve educational and community institutions and agencies that provide, or seek to provide, Child Development Associate (CDA) training, this guide contains a complete set of procedures for curriculum design and implementation. Chapter 1 presents basic background information pertinent to both CDA curriculum analysis and modification. Chapters 2, 3, and 4 describe a sequence of steps to follow in curriculum development and implementation, while chapter 5 provides guidelines for curriculum analysis and modification, as well as references to materials applicable to preceding chapters. A glossary of CDA terms and procedures, a list of resources for CDA curriculum design, and a training criteria analysis protocol form are appended, along with a description of attitudes, skills, and knowledge needed to acquire and demonstrate cognitive competence. (MP)

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The Child Development Associate Program:

A Guide to Curriculum Development

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The Child Development Associate Program: A Guide to Curriculum Development

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Preface

The Child Development Associate Program began as a dream--a dream for quality care for young children in child development settings--by focusing on the competence of the child care staff. That dream became a reality in 1975 when the first Child Development Associate (CDA) credentials were awarded. To date there are over 6,000 individuals who have earned the CDA credential. Thousands more are involved in CDA training in several hundred CDA training projects across the United States.

The national CDA effort, through its three components--the CDA Competencies, CDA Training, and the CDA Credential Award System--offers child caregivers the opportunity to earn a professional credential based on the acquisition and demonstration of competence. Because the focus of CDA is on acquiring and demonstrating the CDA Competencies in child care settings, CDA curriculums need to be designed and implemented to encompass both the CDA content and the training process.

This publication, The Child Development Associate Program: A Guide to Curriculum Development, was designed to serve the wide audience of educational and community institutions and agencies that provide, or seek to provide, CDA training. In keeping with that design, the "Guide" includes guidelines for curriculum development as well as for modification of an existing curriculum. These guidelines are intended to provide specific ways of maintaining CDA principles and practices. They are also intended to be broad enough to be adaptable to local needs.

It is hoped that the "Guide," in its entirety or in individual chapters and concepts, will serve as a useful resource for CDA curriculum developers and also be helpful to others who wish to use the conceptual framework of the CDA Program as a basis for furthering the realization of additional dreams for child care and human services.

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September 1981

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Many individuals contributed to the development of this "Guide." We are indebted to Charles A. Jones, Project Manager, National CDA Training and Technical Assistance Project; Jenni Klein, Chief of Education Branch; Terry Lewis, Program Analyst; and Beverly Schmalzried, Program Specialist, for providing leadership and valuable suggestions for the design and content of this document.

The original concepts and procedures were field tested in three CDA area workshops. The new perceptions and ideas offered by participants from CDA training programs throughout the country are greatly appreciated. These ideas have been incorporated in the "Guide" to increase its practicality.

We gratefully acknowledge the following individuals whose excellent leadership prior to and during the workshops facilitated the procedures: Dorothy Mapp, Director, Union Baptist Head Start, Baltimore, Md., and Emily Sharp, Director of Education, St. Ann's Infant and Maternity Home, Hyattsville, Md. offered reactions and concrete suggestions in a pre-workshop field test of methods and materials. Martha Honeycutt, Program Manager, Arizona/Nevada HSST/CDA Project, Central Arizona College, Sacaton, Ariz.; Kim Townley, Early Childhood Faculty, University of Nebraska, Lincoln, Nebr.; and Frances Williams, CDA Program Director, Shaw University, Raleigh, N. C., served as trainers in conducting the workshops. Jacquie Schwartz, Coordinator Early Childhood Education/ CDA, Community College of Denver, Denver, Co.; Janice Beaty, HSST/ CDA Project Manager, Elmira College, Elmira, N. Y.; and Martha Abbott, Early Childhood Faculty, Georgia State University, Atlanta, Ga., graciously contributed materials and resources used during the workshops.

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Finally, we wish to thank the URC Production Staff for their excellent cooperation throughout the design and development of the "Guide": Elizabeth W. Scullin, Editor; Carolyn Hoffman, Production

Manager; Patricia A. Bryant, Graphic Designer; and Janet Nagler, Executive Secretary.

The long list of acknowledgments reflects the team effort that has been basic to the CDA Program from the beginning.

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Chapter One: Overview of the CDA Program

Purposes of This Publication

This publication, "The Child Development Associate Program: A Guide to Curriculum Development," was developed by University Research Corporation under contract with the Administration for Children, Youth, and Families (ACYF) to assist training institutions, Head Start programs, grantees, agencies, and other organizations that provide or seek to provide CDA training. For agencies and organizations that have not yet begun CDA training, the "Guide" contains a complete set of procedures for curriculum development ranging from initial curriculum design through implementation strategies.

For those agencies and organizations that are already providing CDA training, procedures are included for curriculum analysis and modification. And for agencies, organizations, and individuals interested in obtaining information about the CDA concept, the "Guide" provides basic background material about the philosophy and nature of CDA training and the history of CDA curriculum development.

A "series of studies" or "courses" are key words that dictionaries traditionally use to describe a curriculum. The definition used in this "Guide" is much more inclusive because of the nature of CDA training. The approach taken to curriculum development herein reflects and is consistent with CDA training concepts and philosophy.

The focus of CDA training is on the acquisition of competence and requires that students (called interns) demonstrate their competence while working with children in child development settings. Therefore, this "Guide" describes not only curriculum content, but also the processes for content delivery. It discusses the necessary organizational components and describes how the organizational and instructional components are interrelated.

One of the key features of CDA training, reflected in this "Guide", is, that there is not just <u>one</u> way to do it. Even though the CDA Competencies that provide a reference for the essential content are stipulated, and the CDA Training Criteria that provide the guide-

lines for the training have been identified, the methods for providing training are many and diverse. This "Guide" encourages curriculum diversity by, first, providing generic information basic to CDA curriculum development and, second, offering a variety of procedures and guidelines to encourage that diversity.

Since the curriculum development task is necessarily complex, and since it must take into account both the content and the process, the "Guide" provides a series of steps to follow with tasks, guidelines, and procedures for each step. Specific purposes of the "Guide" are to provide:

- An overview of the CDA Program
- The sequence of steps in curriculum development
- A delineation of tasks within each step
- Guidelines and procedures for completing tasks
- Procedures for analysis and modification of a CDA curriculum.

Design of This Publication

This "Guide" is designed so that the text may be followed according to the reader's purpose or area of interest. Chapter One presents basic background information pertinent to both CDA curriculum development and CDA curriculum analysis and modification. Chapters Two, Three, and Four describe the sequence of steps to follow in curriculum development. In these three chapters the symbol

designates the tasks to be undertaken in each step. Chapter Five provides guidelines for curriculum analysis and modification, with references to applicable content in preceding chapters.

Definition of Key CDA Terms

The following terms: (1) clarify the innovative nature of CDA training, and (2) differentiate CDA training terms and procedures from those of the CDA Credential Award System. Appendix A contains additional CDA Terms and Procedures.

Definitions of Key CDA Training and CDA Credential Award System Terms

CDA TRAINING	CDA CREDENTIAL AWARD SYSTEM
CDA intern	CDA candidate
The person (frequently called trainee) in CDA training whose goal is acquisition of the CDA credential.	The person who has been officially registered as a candidate for the CDA credential by the organization responsible for the CDA Credential Award System.
Appraisal, initial appraisal, and ongoing appraisal	Assessment
The processes by which training programs and interns themselves make judgments about the competence demonstrated by a CDA intern during training.	The process by which the organization responsible for award of the CDA credential makes judgments about the competence demonstrated by a CDA candidate.
Field supervisor	LAT Advisor
The person (frequently called trainer) who advises, counsels, guides, instructs, and assists CDA interns in their field work during the training period.	The person (formerly called LAT trainer) who observes and advises the CDA candidate during the assessment period for award of the CDA credential.

The following terms that relate to curriculum development were selected and defined specifically for this "Guide":

Academic content. The essential content that supports the development of appropriate attitudes, skills, and conceptual knowledge for competency acquisition.

CDA curriculum. An interrelated set of instructional and organizational components designed to enable interns to acquire and demonstrate the CDA Competencies.

Curriculum design. The structural plan for incorporating and interrelating the organizational and instructional components.

Implementation strategies. Methods for providing for the approaches to the CDA Training Criteria included in the curriculum design and consistent with the learning unit format.

Instructional components. The educational elements in the curriculum design that facilitate interns' acquisition and demonstration of the CDA Competencies: academic content, materials, resources, and learning experiences (academic and field).

Learning experiences (academic and field). Activities designed to facilitate the development of appropriate knowledge, skills, and attitudes related to competency acquisition.

Learning unit. An academic structure that incorporates content, learning experiences, implementation strategies, materials, and resources designed to provide for the acquisition and demonstration of competence in a Competency or Functional Area. (Comparable terms are course, minicourse, and module.)

Learning unit format. Specified plan for the structure of learning units in the curriculum: course, modular, or multidimensional.

Organizational framework and components. The procedural elements in the curriculum design that provide structure and support for the instructional components, and structure for the interrelationship

between the organizational and instructional components: administrative procedures, the staffing pattern, learning unit format, and CDA Training Criteria approach.

Set of materials and resources. A synthesized grouping of written materials and other resources providing for individualized use within one learning unit.

Goal of the CDA Program

The Child Development Associate Program is a national effort to upgrade the quality of care for young children by enhancing the competence of the staff who care for them. At present the program is geared to children aged three through five in child development settings. The focus is specifically on improving the skills of the person who has the primary responsibility for directing the daily activities of the children.

The program initiated in 1971 by the U.S. Department of Health, Education, and Welfare, Administration for Children, Youth, and Families (at that time, the Office of Child Development) created another category of professional child care worker, called a Child Development Associate, or CDA. The CDA Program features an alternative approach to training, assessing, and credentialing child care staff. Award of the CDA credential is based on a person's ability to demonstrate competence in working with children in child care settings.

The total CDA effort consists of three major components:

1. CDA Competencies
2. CDA Training
3. CDA Assessment and Credentialing.

CDA Competencies

The CDA Competencies define the knowledge and skills that the person seeking to become a CDA must demonstrate to be awarded the CDA credential. Six CDA Competency Areas were developed by a task force of early childhood educators working with ACYF.

The Competency Areas are the basis for CDA training as well as for assessment and credentialing. These Competency Areas state that the CDA should have the knowledge and skills to:

I. Establish and maintain a safe and healthy learning environment
II. Advance physical and intellectual competence
III. Build positive self-concept and individual strength

IV. Promote positive functioning of children and adults in a group environment
V. Bring about optimal coordination of home and center child-rearing practices and expectations
VI. Carry out supplementary responsibilities related to the children's programs.

Competency Structure

The six core Competency Areas are further delineated into 13 Functional Areas. The relationship of the Functional Areas to the Competencies is shown in Figure 1.

A Competency Standard, or definition, for each Functional Area describes competent performance in that area./1/ The types of activities or behaviors by which a person can demonstrate competence according to the Competency Standards are called Indicators./2/

Relating also to overall success in CDA training and assessment are the Personal Capacities that a CDA candidate must possess in order to receive the CDA credential./3/ These are described as patterns of relating to children that are considered to be essential to the CDA's ability to demonstrate the CDA Competencies.

Two Bilingual (Spanish-English)/Bicultural Training Competencies have also been developed. In addition to demonstrating the six CDA Competencies, teachers who work in Bilingual (Spanish-English)/Bicultural child care settings should also have knowledge and skills in:

- Comprehending and communicating with children and adults in both languages, and
- Supporting children's ethnic identity and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

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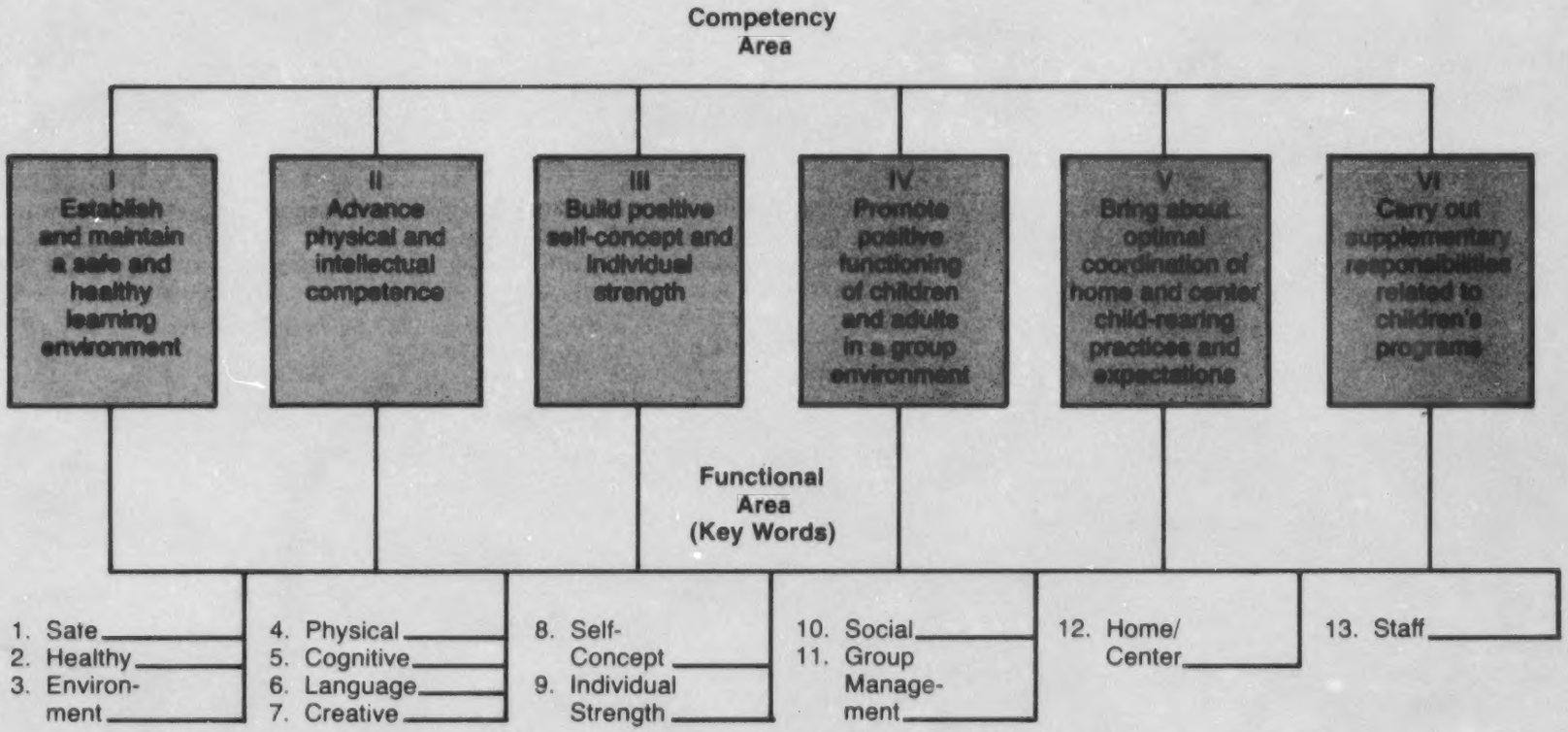
1. See Appendix A for the complete list of Competency Standards.
2. See Appendix A for sample Indicators for each Competency Area.
3. See Appendix A for Personal Capacities developed by ACYF.

Figure 1.
Six Competency Areas and 13 Functional Areas[1]


Competency Area
I Establish and maintain a safe and healthy learning environment
II Advance physical and intellectual competence
III Build positive self-concept and individual strength
IV Promote positive functioning of children and adults in a group environment
V Bring about optimal coordination of home and center child-rearing practices and expectations
VI Carry out supplementary responsibilities related to children's programs
Functional Area (Key Words)
1. Safe
2. Healthy
3. Environment
4. Physical
5. Cognitive
6. Language
7. Creative
8. Self-Concept
9. Individual Strength
10. Social
11. Group Management
12. Home/Center
13. Staff

[1] From *Toward an Assessment System, Efforts to January, 1975.* Child Development Associate Consortium, Washington, D.C., Experimental Edition, 1975.

CDA Training

Training based on the CDA Competencies was first developed by 13 ACYF-funded Pilot Training Projects and later incorporated into Head Start Supplementary Training (HSST) programs for Head Start classroom staff.

CDA training differs markedly from the traditional approach to professional training, which depends solely on the completion of a certain number of college credits. In contrast, CDA training focuses on assisting participants to gain the knowledge and skills necessary to demonstrate each of the specified CDA Competencies.

Although academic content and credits are included in CDA training, a major portion of the training time is spent in supervised field work where the integration of academic and field experiences is stressed. Further, training is individualized, with each person required to participate only in that training which is needed to acquire competence.

Several hundred colleges and universities are offering HSST/CDA competency-based training, and a number of institutions of higher education are using the CDA Competencies to develop new early childhood education curriculums for training child care staff or incorporating content related to the Competencies into existing course offerings. State and local agencies are also using the CDA Competencies as a basis for training a variety of child care personnel. And states are recognizing the CDA credential by incorporating it into their child care licensure procedures./4/

CDA Assessment and Credentialing

CDA training is provided through many types of training programs; however, assessment and credentialing is the responsibility of a separate body. The procedure for assessing and credentialing

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4. As of Fall, 1981, 19 States and the District of Columbia have recognized the CDA credential by incorporating it into their child care licensure procedures. These States are: Arizona, Illinois, Kansas, Maryland, Michigan, Minnesota, Nevada, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Dakota, Texas, Utah, Virginia, Washington, and Wisconsin.

CDAs is called the Credential Award System and was developed by the CDA Consortium, a representative group of national organizations concerned with child development, early childhood education, child care, and teacher training. Established and funded by ACYF in 1972, the CDA Consortium is a private, nonprofit corporation.

In designing the CDA assessment and credentialing system, the Consortium defined a CDA as a competent worker who assumes primary responsibility for:

> the specific needs of a group of children in a child development setting by nurturing the children's physical, social, emotional, and intellectual growth; by establishing and maintaining a proper child care environment; and by promoting good relations between parents and the child development center./5/

The first CDA credentials under the Credential Award System were awarded in 1975. The first Bilingual/Bicultural (Spanish-English) credentials were awarded in 1979.

Demonstrated Competence

The concept of demonstrated competence is at the heart of CDA training and CDA assessment and credentialing. CDA interns, during training, and CDA candidates, during assessment for the CDA credential, demonstrate that they have the knowledge, skills, and attitudes required to serve in the role of primary caregiver for a group of young children in child development settings.

Decisions about training needs and strengths are based on what the person does while working with children. Judgments for awarding the credential are based on whether knowledge and skills are actually put into practice; that is, based on observation of the candidate with children. Thus, the CDA requirement of "demonstrated competence" differs from requirements for the completion of courses or numbers of earned credits.

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5. Role definition of the CDA, The Child Development Associate (Washington, DC: Department of Health, Education, and Welfare, Pub. No. (OHDS) 77-31049).

Nature of CDA Training

There are many differences between CDA training and traditional training. The six CDA Training Criteria describe the CDA approaches. They were developed by ACYF and first presented as guidelines for the original 13 pilot projects./6/

Six Training Criteria

The Training Criteria are as follows:

1. The training must be based on the CDA Competencies and should lead to their acquisition.
2. Valid credit should be offered for CDA training.
3. Fifty percent or more of the intern's total training time must be spent in supervised field work.
4. Academic and field experiences must be integrated.
5. Training must be individualized according to each intern's strengths and needs with respect to acquisition of the CDA Competencies.
6. Training must be flexibly scheduled so that length of training time and exit from the training program depend on each intern's acquisition of the CDA Competencies./7/

Just as there is no single way that a CDA candidate must demonstrate competence, there is no single way that the CDA Training Criteria must be met. Each of these Criteria includes several elements related to CDA training and assessment. These elements help maintain consistency between what is learned during training and what is needed to demonstrate competence during CDA assessment and perform effectively as a teacher of young children.

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6. The CDA Program: The Child Development Associate, A Guide For Training (Washington, D.C.: Department of Health, Education, and Welfare, Pub. No. (OHD) 75-1065, April 1973).

7. Head Start Supplementary Training/Child Development Associate Programs and other training programs using Head Start Program funds are required to meet all six CDA Training Criteria.

Other Key Features of CDA Training

Other key features of CDA training not specifically included under the CDA Training Criteria are team relationships and flexible training approaches:

Team Relationships

The CDA Program is based on the assumption that learning is facilitated for adults when they are actively involved in the process. In CDA training and assessment, interns assume major responsibilities by operating as equal members of two teams: the Training Team and Local Assessment Team.

Training Team. During training, the individual's field supervisor and the intern should work as a team. The field supervisor should share with the intern all observations made of the intern at work in the classroom. Together, they should reach consensus about the intern's training needs and set up and implement an individualized training plan.

The team relationship highlights the special role of the CDA field supervisor, a role that is unique to CDA training. It carries with it responsibilities for building and maintaining the team relationship and for helping the intern master the skills of planning and decision-making. These added responsibilities point up the differences between CDA field supervision and more traditional field supervision.

Local Assessment Team. The CDA assessment is the phase in the CDA Credential Award System during which the CDA candidate's competence in working with young children is determined. The assessment is conducted by a Local Assessment Team (LAT). The members of the LAT are:

- The CDA candidate
- The candidate's LAT advisor
- A parent-community representative
- A CDA representative.

Each member documents the candidate's performance prior to the LAT meeting. They bring this information to the meeting, and members study, discuss, and evaluate the information in relation to the Competency Standards. They then vote and make a recommendation regarding award of the CDA credential./8/ As a member of the LAT, the CDA candidate has an equal voice and vote in judging his or her demonstrated competence.

Just as all information recorded by the field supervisor is shared with the intern during training, all information that is brought to the LAT meeting is reviewed by every member of the LAT. Thus, there is a consistency in the team relationship and team procedures between training and final assessment. The same consistency holds true in the focus on the CDA Competencies during training and in final assessment.

Flexible Training Approaches

Another key feature of CDA training is flexibility in training approaches. There is ample opportunity for creativity in developing and implementing training approaches. For example, the structuring of academic experiences for interns and the use of trainers offer opportunities for a variety of implementation strategies.

Structuring of Academic Experiences. A number of approaches are possible for structuring academic experiences. These include the manner in which interns are grouped, the timing and frequency of academic sessions, and the setting for the academic experiences. For example:

- Interns can work independently with the aid of learning modules and other training materials
- Interns can be clustered in one center for regularly scheduled (or as-needed) workshops and seminars

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8. The Child Development Associate Consortium Credential Award System: A Report on Its Development and an Evaluation of Its First Year of Operation (Washington, D.C.: The Child Development Associate Consortium, 1976).

- Interns can enroll in college courses on an individual or group basis.

In each of the above examples, the intern would regularly interact with the field supervisor on a one-to-one basis, whether in conference or during observation.

Use of Trainers. Variations in the number and roles of trainers also demonstrate the flexibility of CDA training approaches. In some programs the field supervisor is also the academic instructor. In others, several trainers work as a team. Elsewhere, the education coordinator of the child care program serves as the permanent onsite trainer and is a member of a four-person training team which also includes the field supervisor, the academic instructor, and the intern.

CDA Curriculum Development: Historical Context and Present State

The key feature of flexibility in CDA training approaches is also reflected in CDA curriculum development. In order to fully understand the wide diversity of CDA curriculums that are currently being implemented, it is helpful to examine CDA curriculum development within its historical context.

Historical Context

The first CDA training programs were designed and implemented by 13 pilot projects. Organizational sponsorship was deliberately varied to encourage innovative approaches. Sponsorship varied from two- and four-year institutions of higher education to cooperative endeavors between Head Start projects, Head Start Regional and State Training Offices, other local agencies, and institutions of higher education.

Curriculum development procedures included the use of existing course structures and their modification. Some programs developed new course structures. Others adopted a modular approach. Another variation was multidimensional: the incorporation of workshops, minicourses, and seminars into broader curriculum structures./9/

The CDA Training Criteria were interpreted somewhat differently by the various programs. The acquisition and demonstration of the CDA Competencies was the common basis for all approaches; however, content, materials, and implementation strategies varied for each of the pilot programs. Thus, despite a common goal, 13 different curriculums were developed from differing interpretations of the Training Criteria, variations in the content and materials used, and the diverse nature of implementation strategies employed.

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9. Jones, L., Hamby, T.M., and Hardy, S.B. CDA Pilot Projects: Innovations in Training (Washington, D.C.: University Research Corporation, 1978).

Present State of CDA Curriculum

In the ensuing years, the range of approaches to CDA training increased. These variations are attributable to a number of factors, including the following:

Organizational Sponsorship. Beyond the original 13 pilot projects, HSST/CDA training is now offered by several hundred institutions of higher education. In addition, there are now Head Start grantees and contractors providing or arranging for CDA training.

Geographical and Community Characteristics. Programs vary from those in which all the interns are clustered in a single urban area to those in which individuals are relatively isolated due to long distances between centers. This creates situations where interns may be brought together in groups for training or where training must be taken to the interns. Program variations also occur in responding to local and regional customs as well as in meeting needs related to urban, rural, and ethnic community characteristics.

Program Size and Resources. The number of interns in training varies widely among programs. Availability of resources, both financial and material, also varies according to the relationship between CDA training programs and institutions of higher education.

Focus of the "Child Development Associate Program: A Guide to Curriculum Development"

The contents of this "Guide" are not intended to decrease the diversity of approaches to CDA training. Instead, the "Guide" focuses on encouraging the development of curriculums that are responsive to local needs while maintaining the integrity of the CDA training process and goals.

Definition of Curriculum

The definition of curriculum used in this "Guide" is:

> An interrelated set of instructional and organizational components designed to enable interns to acquire and demonstrate the CDA Competencies.

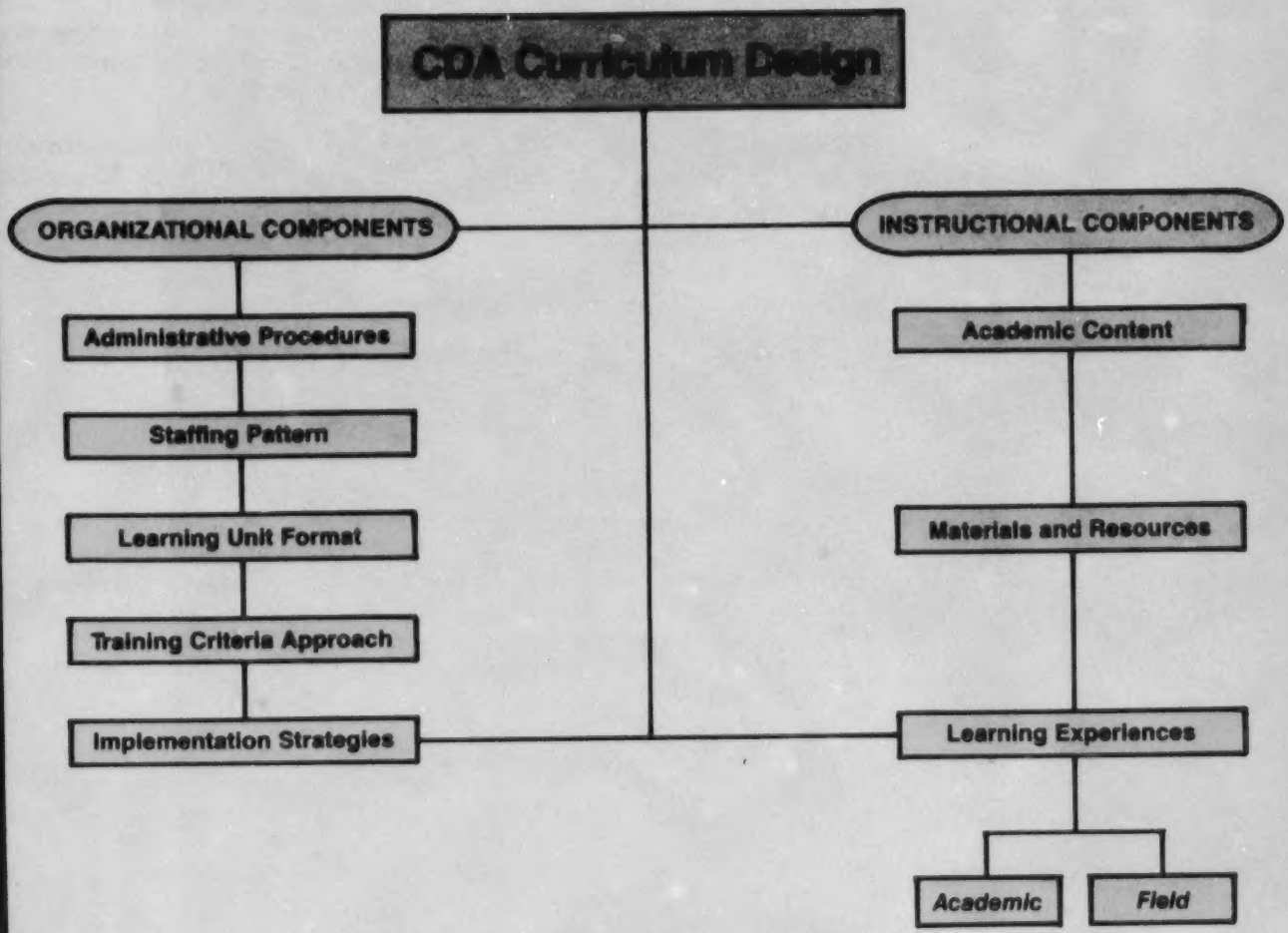
The instructional components are academic content, materials and resources, and learning experiences. The organizational components, which support and facilitate the instructional components, are administrative procedures, the staffing pattern, learning unit format, Training Criteria Approach, and implementation strategies. The curriculum design provides a structural plan for the relationship between the instructional and organizational components. (See Figure 2.)

Curriculum Development Proce

The "Guide" suggests a sequence of steps in the curriculum development process. For each step there are tasks and guidelines. The "Guide" attempts to establish an interrelationship among the curriculum components and thereby promote the development of an effective CDA training program. They are presented in the next four chapters entitled:

- Curriculum Organization
- Curriculum Content and Resources
- Curriculum Implementation
- Curriculum Analysis and Modification Procedures.

Figure 2.
CDA Curriculum Design



Summary

This chapter presented an overview of the CDA Program, a summary of the historical antecedents to CDA curriculum development, and an introduction to the topic of curriculum.

Chapter Two suggests a sequence of steps in curriculum development. The major focus is on the steps and tasks of establishing an organizational framework.

Chapter Two: Curriculum Organization

Introduction

The process of developing a curriculum includes establishing a sequence of steps to follow and identifying the major tasks to undertake at each step. Figure 3, on the following page, illustrates the sequence of steps followed in this "Guide."

Overview of Steps in Curriculum Development

This chapter describes the six steps and the tasks involved in completing them. It also provides guidelines for the first three steps.

Step I: Organize a Curriculum Committee

The curriculum committee has the responsibility for developing the curriculum, coordinating the curriculum components, and establishing procedures for systematic review and revision. The tasks involved in completing this step are to:

1. Assemble a committee
2. Assign roles and responsibilities
3. Establish communication procedures.

Step II: Establish a Conceptual Framework

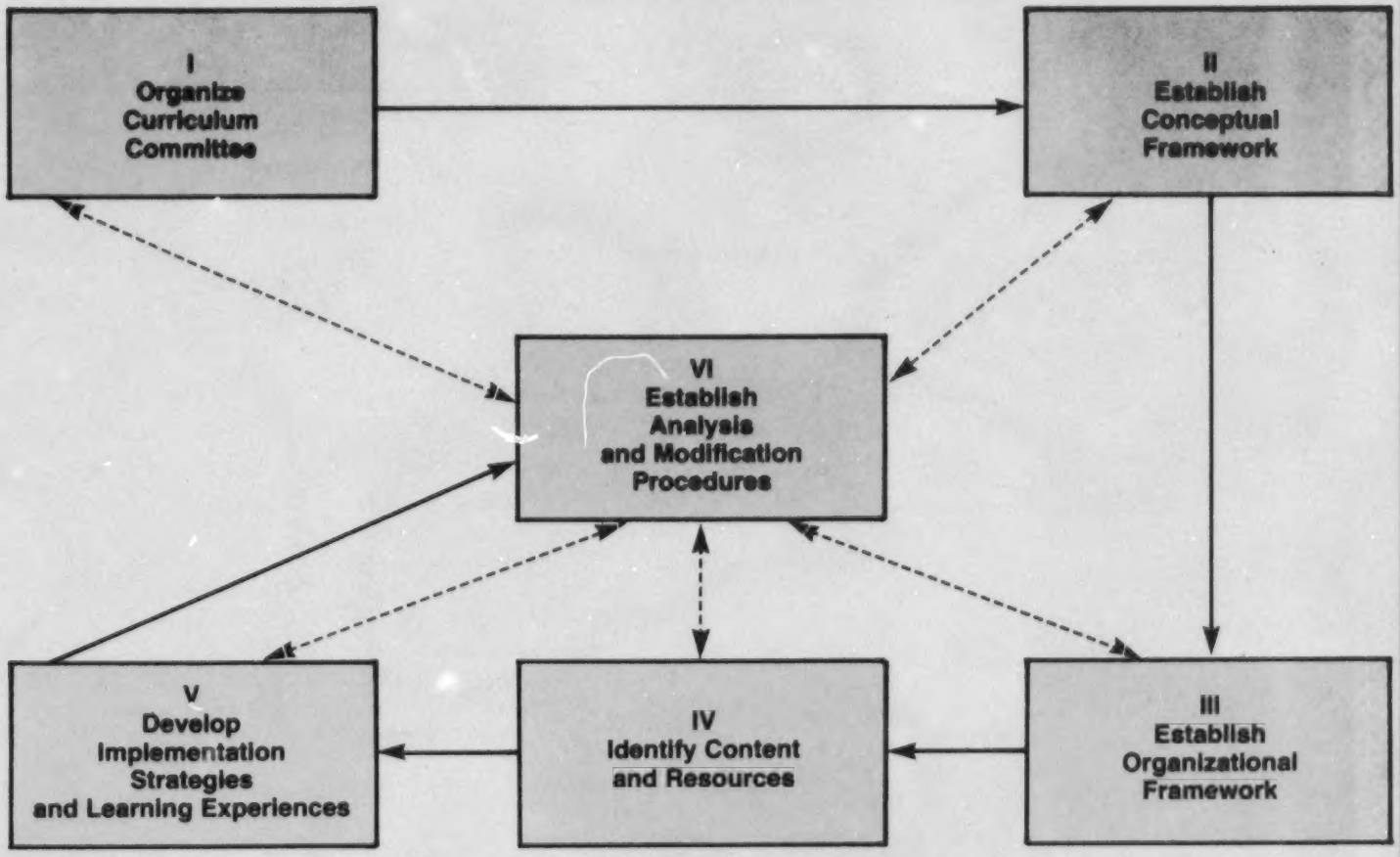
A CDA curriculum should be developed consistent with the CDA goals and principles and also reflecting local program characteristics. The three tasks involved in this step are:

1. Identify CDA curriculum goals
2. Identify local characteristics and needs
3. Match local characteristics and needs to CDA curriculum goals.

Step III: Establish Organizational Framework

The organizational framework established in this step provides the structure for the interrelationship between the organizational and instructional curriculum components. Included are administrative procedures, the staffing pattern, learning unit format, and CDA

Figure 3.
Steps in Curriculum Development



Training Criteria approach. Four tasks are required to complete this step:

1. Establish procedures for curriculum administration
2. Establish the staffing pattern
3. Establish the structural format for learning units
4. Specify the approach to the CDA Training Criteria.

Step IV: Identify Content and Resources

Content which supports the acquisition and demonstration of competence is identified during this step. Materials and resources which convey the content should be selected as essential tools of instruction. The three tasks in this step are to:

1. Specify Indicators
2. Analyze Indicators and select academic content
3. Select and develop materials and resources.

Step V: Develop Implementation Strategies and Learning Experiences

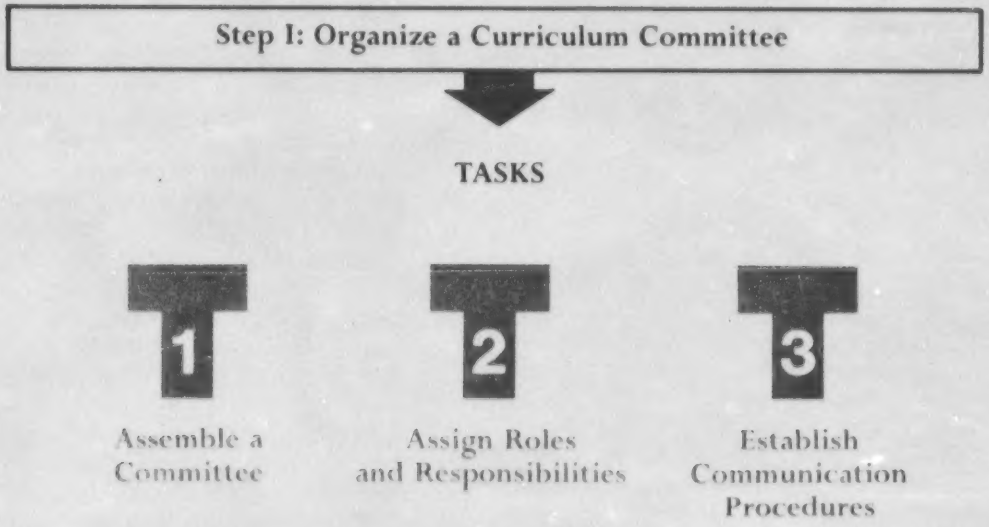
The task of this step is to develop implementation strategies and learning experiences consistent with the approach to the CDA Training Criteria and structural format for learning units designated in the organizational framework developed in step III. Variations in the structural format for learning units lead to a need for different implementation strategies.

Step VI: Establish Analysis and Modification Procedures

A curriculum should be analyzed on a regular basis to see where to make revisions to improve it or to reflect local or societal changes. Procedures for analysis and revision should be established at the outset to guide the process. Three tasks are involved in completing this step:

1. Establish data collection procedures
2. Provide for curriculum analysis procedures
3. Define modification and revision procedures.

Step I: Organize a Curriculum Committee



1 Assemble a Committee — Guidelines

The first step before actually developing the curriculum is to organize a committee which will have primary responsibility for the succeeding steps in the curriculum development process.

Committee membership should include a broad spectrum of representation. Essential members are individuals with expertise in early childhood and child development principles and in field supervision of adults. Other desirable participants are representatives of Head Start and other child care programs where trainees are or may be employed, representatives of local credit granting institutions, and others who can voice community, local, and regional concerns regarding relevance of curriculum content and applicability of materials to the locality.

Committee members should ideally be interested in and committed to the task, in addition to having the requisite background and skills.

All members should have a complete orientation to the CDA Program and the CDA Training Criteria before roles and responsibilities are assigned (task 2). It is essential that they fully understand the principles, objectives, and components of the national CDA effort.

T 2 Assign Roles and Responsibilities — Guidelines

Roles and responsibilities of committee members should be established in order to accomplish the major tasks involved in developing a curriculum. Subcommittees should be formed to undertake tasks such as: curriculum coordination; curriculum design; content and materials; implementation strategies; analysis and modification procedures; and community liaison. Individuals with expertise should be given leadership roles and responsibilities on each subcommittee. Other participants, whose interests coincide with given tasks, should also be delegated responsibilities.

Designating the role and responsibilities of each committee member increases productive participation in the curriculum development process.

T 3 Establish Communication Procedures — Guidelines

Lines of communication and procedures for maintaining them should be established. Providing for regular subcommittee meetings as well as written communication between subcommittees promotes coordination among the various efforts. Actively involving a wide spectrum of membership and keeping members informed of progress help to maintain the integrity of the outcome and help to develop the cooperation needed later for effective implementation of the training program.

Upon completion of task 3, the curriculum committee is prepared to undertake the next step in the curriculum development sequence--establishing a conceptual framework.

Step II: Establish a Conceptual Framework

Step II: Establish a Conceptual Framework

TASKS

1	2	3
Identify CDA Curriculum Goals	Identify Local Characteristics and Needs	Match Local Characteristics and Needs to CDA Curriculum Goals

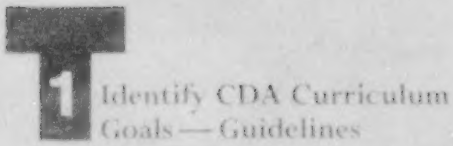
The primary goal of the CDA Program is to upgrade the quality of care of young children in child development settings by focusing on the competence of the staff.

The philosophy underlying CDA training is that the goal can be achieved by enabling adults to acquire and demonstrate competence while working with children in the child development setting. Since the individuals to be trained are adults, a second philosophical principle is that the training process should address the individual needs of adult learners.

This philosophy is contained in an explicit set of criteria developed when the national CDA effort was first conceptualized. Embodied in the CDA Training Criteria are the assumptions that:

- Education of adults should provide for individual differences in experience and learning needs
- Supervised field experiences are valid and important avenues for learning and provide opportunities for making direct application of knowledge
- Length of time in training should relate to individual needs in acquiring and demonstrating competence./10/

The focus of this step is to develop a conceptual framework for the curriculum in which the local program characteristics are translated into approaches which address the CDA philosophical principles and assumptions. The first task in this process is identifying the CDA curriculum goals.



In establishing a conceptual framework, two major CDA curriculum goals must be considered throughout the process of developing the curriculum. The first goal relates to the concept of demonstrated competence. It is to:

1. Provide for the interns' acquisition and demonstration of competence as child caregivers.

The curriculum should be designed to enable interns to acquire and demonstrate each of the CDA Competencies in a child development setting.

The second goal relates to the assumptions about educational experiences conducive to adult training. It is to:

2. Establish a training process for adult learners.

The training process should be designed to address the individual needs of the adult learner. Guidelines for the process are contained in the CDA Training Criteria discussed in detail under step III, task 4, pages 36-42.

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10. Klein, J.W. and Weathersby, R. "Child Development Associates: New Professionals, New Training Strategies," Children Today (Sept.-Oct. 1973).

2 Identify Local Characteristics and Needs — Guidelines

The significance of this task lies in developing a curriculum model which accommodates local characteristics and needs while remaining consistent with the CDA curriculum goals.

In order to develop a curriculum specific to the local program, it is important to identify the characteristics and needs stemming from the geographical setting, type of community, institutions involved, and population to be served.

The geographic distribution of the child development centers gives an indication of the way in which training can best be provided for potential interns. This will affect both academic content and field supervision.

Ethnic and cultural characteristics of the program can affect the nature of the skills and knowledge that should be built into the curriculum. Local traditions and customs are also significant in the structuring of the curriculum design.

Educational philosophies also need identifying, as do types of child development centers in which potential interns will be working or assigned for field work. There might be only one type of child development center, or there might be a range of both public and private day care, family day care, after care, Head Start, and "special" centers.

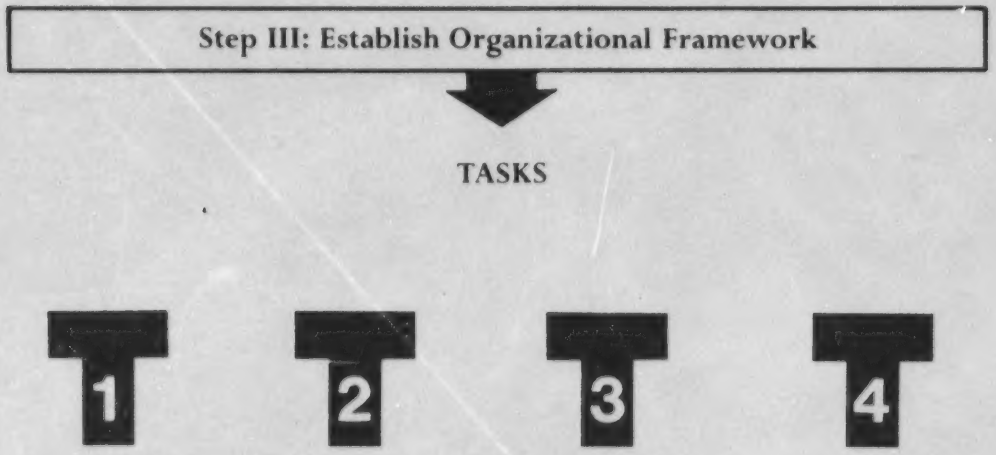
3 Match Local Characteristics and Needs to CDA Curriculum Goals — Guidelines

This task requires that the local characteristics be translated into a statement of program specific goals that relate to the CDA curriculum goals. One example of a program specific goal is: "The CDA Competencies will be expanded to incorporate bilingual skills and knowledge of bicultural customs and traditions."

Another example is: "Modules will be designed so that both academic and field experiences can be conducted in the child development centers."

Step II develops the foundation for promoting a curriculum that is both responsive to program needs and consistent with CDA curriculum goals.

Step III: Establish Organizational Framework



The organizational framework provides a structure for the relationship between organizational and instructional curriculum components. Establishing the organizational framework includes four tasks, with guidelines for accomplishing each of them.

Establishing procedures for curriculum administration is the first task in establishing the organizational framework. The nature and extent of procedures to be established will depend on the type of sponsoring organization, as well as the placement of the CDA training program within the organization.

Generally, procedures are needed for making policy decisions, obtaining funding, establishing personnel roles and responsibilities,

Establish Procedures for Curriculum Administration —Guidelines

and maintaining community relationships. In addition, administrative procedures need to be formulated for determining curriculum content and learning unit structure and monitoring the ongoing curriculum implementation.

The sponsoring organization must identify its unique problems and constraints so that procedures can be established accordingly. For example, institutions of higher education may need to negotiate internally for departures from the established methods for awarding valid credit. They may also need to establish new administrative and staffing patterns, appropriate to CDA training needs, that remain within institutional constraints.

Other sponsoring organizations may need to establish procedures for developing support systems, establishing cooperative relationships with local institutions of higher education, or arranging for learning units and experiences as well as for valid credit.

Task 2 Establish the Staffing Pattern — Guidelines

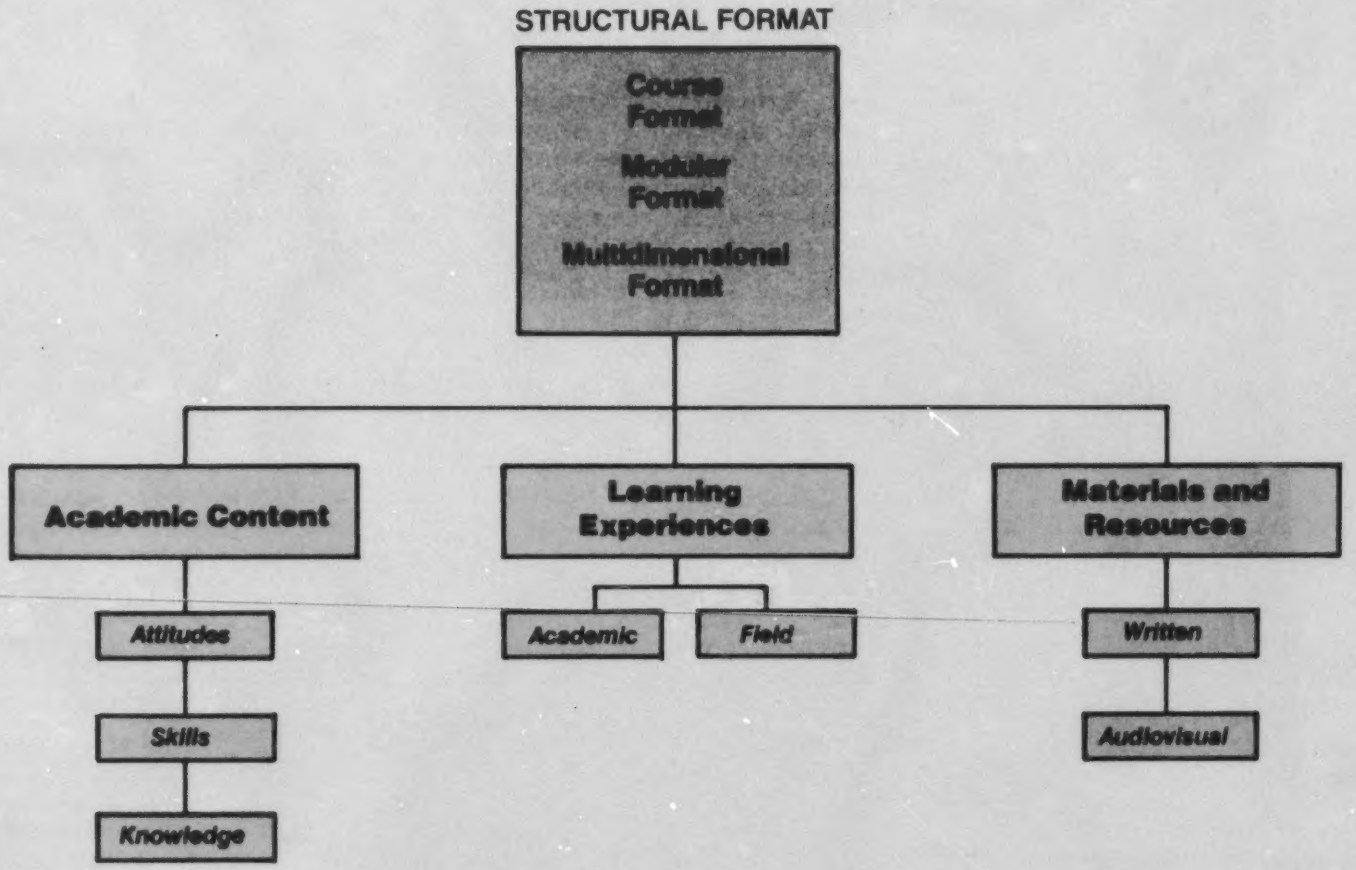
The staffing pattern must be designed to meet fiscal and organizational constraints, but it should also consider the community characteristics. Decisions as to whether to have one individual providing both academic and field experience supervision or to have different individuals for each should be based on both constraints and needs. Personnel may need to be assigned to the task of coordinating training. Job descriptions which define roles and responsibilities of personnel help in implementing the training.

Task 3 Establish the Structural Format for Learning Units — Guidelines

In this task, a decision is made concerning the structural format for the learning units. Prior to making this selection, it would be helpful for the curriculum developers to gain an overview of the composition of the learning units. Figure 4 illustrates the three elements to be developed regardless of structural format selected.

Although a wide variety of structural formats for learning units is possible in developing a CDA curriculum, three basic structural formats are most often used. In one format, all learning units are designed in a course structure. In another, modules provide the structure for each learning unit. The other has a multidimensional format in which varieties of structures are used as learning units.

Figure 4.
Composition of Learning Units



Some of the factors influencing the selection of a format are discussed below.

Course Format

An institution of higher education may require that a college course format be used. In this format, it may be necessary to devise a method for incorporating supervised field work into the courses or for arranging for separate personnel to supervise field experiences. Or, it may be necessary to devise a method for incorporating academic content into "practicum" or "field work" courses.

Modular Format

In a modular format, interns work independently through a series of learning modules. Completion of one or more modules represents the completion of a learning unit. Geographic or sponsorship considerations may make it necessary to adopt a modular format. For example, when it is not easy to bring interns together to an institution of higher education, it may be necessary to use comprehensive modules which include both academic content and field activity directions.

Multidimensional Format

The structural format in this design is multidimensional in that it incorporates a variety of learning units and experiences. In the multidimensional format, learning units structured as courses, as well as those structured as learning modules, are combined with learning experiences that are not part of an organized learning unit. These might include seminars on specific topics, workshops, and independent study. Training institutions, contractors, or grantees who use the multidimensional format will need to coordinate the learning units and experiences in order to provide for both the CDA Competencies and the CDA Training Criteria. They may also need to address the problem of arranging for the acceptance of discrete learning experiences for valid credit.

In establishing a structural format, it is important to be responsive to program needs while maintaining the integrity of the CDA training process and goals.

4 Specify the Approach to the CDA Training Criteria —Guidelines

As discussed earlier, the CDA Training Criteria provide guidelines for training that support the goals and principles of the CDA Program. In developing the organizational framework, it is possible to specify the approach to each of the Training Criteria that is appropriate to the local program.

On the following pages the six Training Criteria are briefly described. Several approaches to providing for each criterion are presented to show how variations can be designed to meet the local program characteristics and needs.

Criterion I: The Training Must Be Based on the CDA Competencies and Should Lead to Their Acquisition

According to this criterion, the CDA Competency Areas and their delineations into Functional Areas are the foundation for the CDA Curriculum content and training process. The Personal Capacities, essential to demonstrating the CDA Competencies, are also a part of the competency structure.

As long as the entire training program is based on the CDA Competencies and leads to their acquisition, a variety of approaches can be used. The CDA curriculum academic component might be structured into separate courses for each of the six CDA Competency Areas or into separate modules for each of the 13 Functional Areas and the Personal Capacities. Another approach might be to incorporate study in the Competency and Functional Areas into existing early childhood teacher education courses. In all cases, academic experiences are related to field experiences in terms of demonstrating the Competencies.

Criterion 2: Valid Credit Should Be Offered for CDA Training/11/

Valid credit is considered to be academic credit that is transferable and applicable toward a degree--the A.A., B.A., etc.--or might

11. HSST/CDA Programs are other training programs using Head Start Program funds are required to provide valid credit.

also be applicable to graduate work. Since field experiences are a vital part of CDA training, credit should be awarded for field experiences as well as for the academic component and experiences. Approaches for providing the valid credit include awarding credit upon the completion of separate CDA modules, courses, or the entire training program, or upon demonstration of competence in each Functional Area or Competency Area, or upon achieving the CDA credential.

Criterion 3: Fifty Percent or More of the Intern's Total Training Time Must Be Spent In Supervised Field Work

The field work criterion epitomizes the CDA assumption that field experiences are important avenues for learning. It requires interns to be working staff members of child development centers as either employees or volunteers.

Supervised field experiences are those experiences that are aimed specifically at helping the intern acquire and demonstrate the CDA Competencies. The intern applies theory to practice and practice to theory as he or she takes the role of the teacher with primary responsibility for a specific group of children in a child development setting. These activities require observation and ongoing appraisals by the field supervisor, followed by feedback conferences with the intern to determine training progress and to identify further training needs.

There are two elements of this criterion that offer variation in curriculum approach: the supervision stipulation and the fifty-percent time requirement.

Supervision Stipulation. In CDA training the term "supervised" is used very broadly to encompass a wide variety of roles and responsibilities on the part of the field supervisor. A number of approaches might be used by field supervisors to observe interns demonstrating competence in the Competency and Functional Areas and to conduct feedback conferences based on their observations.

Written documentation, as well as video tapes, audiotapes, and self-evaluations by the interns, can form the basis for designing the individualized training plan based on demonstrated competence. Field supervisors might read and react to written work and assignments that have required the intern to apply academic content to ongoing field work. They also might demonstrate teaching using curriculum materials in the intern's classroom.

Fifty-Percent Time Requirement. The actual amount of time spent in supervised field work should never be less than 50 percent; in some programs it is more than 50 percent due to geographical conditions. In areas where interns are relatively isolated from academic institutions, the training might be 100-percent field-based. In such cases, the field supervisor also provides the academic instruction.

The approach to the fifty-percent time requirement may also vary according to the structural format chosen for learning units. With a modular format, one module might require more time in supervised field experiences than another, depending on the particular content under study. If this approach is used, it will be necessary to take all modules into account when analyzing whether the 50-percent criterion has been met.

Several approaches are possible with a course format. The contact hours for each course might be divided equally between academic experiences and field experiences, with the intern spending half the hours in academic sessions grouped with other interns and the other half working in the child development setting, being observed by the field supervisor and receiving feedback in one-to-one conferences, or doing other assigned field work related to the implementation of the individualized training plan.

Another approach might be to designate certain courses as "academic" and an equal number as "field." Since there should be an integration of academic and field experiences, two courses would need to occur simultaneously so that the intern could apply academic content to work in the field and vice versa.

Criterion 4: Academic and Field Experiences Must Be Integrated

This criterion stipulates that the academic and field work are a related set of experiences, rather than separate entities. Integration of academic and field work is accomplished by organizing training into a composite of experiences--theory and practicum. Academic content and experiences are the essential theoretical underpinnings that help interns understand and apply the CDA Competencies. This integrated set of experiences is based on the CDA Competencies and related to their acquisition by the interns.

As a unique feature of CDA training, the integration of academic and field experiences needs to be systematically provided for in the curriculum through the organizational and instructional curriculum components. For example, training in methods for effective integration should be incorporated into the training of field supervisors and academic instructors, implementation strategies should stipulate how integration would be accomplished, and curriculum materials should be chosen and designed to facilitate integration. Two major routes to accomplish integration are a "staffing pattern" approach and a "curriculum materials" approach.

Staffing Pattern. In programs where interns are relatively isolated geographically, a field supervisor might be solely responsible for helping the intern integrate the academic experiences and the field experiences. In this case, the field supervisor would also be the "academic instructor." In a staffing pattern where the two roles are separate, a relationship between the academic instructor and field supervisor would need to be established, so that each could build on the other's suggestions for the intern's training needs.

Another approach would be to incorporate field experience assignments into the academic component in order to aid integration. The academic instructor would then be responsible for the integration process. Interns would be required to complete field assignments in which they applied a theoretical formulation to their work with children; for example, assessing children's eye-hand coordination

when studying the relationship between movement and intellectual development.

Curriculum Materials. Under the curriculum materials approach, the relationship between the academic component and field experience component would need to be stipulated in the learning modules and other training materials used.

Criterion 5: Training Must Be Individualized According to Each Intern's Strengths and Needs with Respect To Acquisition of the CDA Competencies

In most programs, an individualized training plan is established to insure that each intern works mainly on Competency and Functional Areas where there is an observed need. The plan is determined through observation and conferences in which the intern and field supervisor agree on the training needs, the sequence in which they will be undertaken, and the individualized learning approach.

The field supervisor conducts initial and ongoing appraisal based on observations of the intern working in the child care setting. Various approaches can be used for conducting appraisals: a checklist of the Functional Areas; an instrument in which the Indicators for each Functional Area are the basis for analyzing competence; a case study recording and analysis by Functional Area Competency Standards; an intern's self-appraisal coupled with observation by the field supervisor, etc.

Individualization also includes gearing the training to the learning style unique to each intern. Learning is aided for some interns by reading about theory, for others by listening to someone lecture about theory, and for others by listening to an audiotape. Some interns prefer to work on a one-to-one basis; others in small groups.

Each CDA training program will need to determine its approach to both facets of individualization: providing for individual learning styles and developing individualized training plans based on

observed needs with respect to acquisition of the CDA Competencies.

Criterion 6: Training Must Be Flexibly Scheduled So That Length of Training Time Varies, and Exit From the Training Program Depends on Each Intern's Acquisition of the CDA Competencies

The criterion of flexible scheduling is closely related to individualization in that it calls for each intern to proceed through the training program at his or her own pace. And rather than having to wait until the end of a semester or academic year, the intern leaves the training program upon acquiring the Competencies.

One approach to the flexible scheduling criterion is through the design and use of curriculum materials; for example, training modules that specify desired performance and allow interns to proceed according to their ability to demonstrate them. Another approach is through the individualized training plan: the field supervisor and intern jointly determine the demonstration of competence and exit from the training program.

The flexible scheduling criterion calls for coordination and cooperation between the field supervision component and the academic component. In addition, special procedures may need to be established when training programs are associated with or located in academic institutions using a course format, and a grading and crediting system requiring the completion of a quarter or a semester.

One approach to meeting the flexible scheduling criterion under these circumstances might be to establish procedures for recording an intern's academic grades and credits at any time during the academic year. If that is not possible, an alternative might be to allow the interns to exit from the training when they have demonstrated competence and withhold the award of grades and credits until the end of the quarter or semester.

In developing the organizational framework the committee should specify the approaches to providing for the Training Criteria that

reflect local program characteristics. These approaches may need to be modified somewhat during Step V, in which the implementation strategies and learning experiences are devised.

Summary

This chapter has addressed the tasks and provided guidelines for three steps in the curriculum development process: organizing a curriculum committee; establishing a conceptual framework; and establishing an organizational framework.

The next chapter delineates the tasks involved in selecting appropriate curriculum content and resources.

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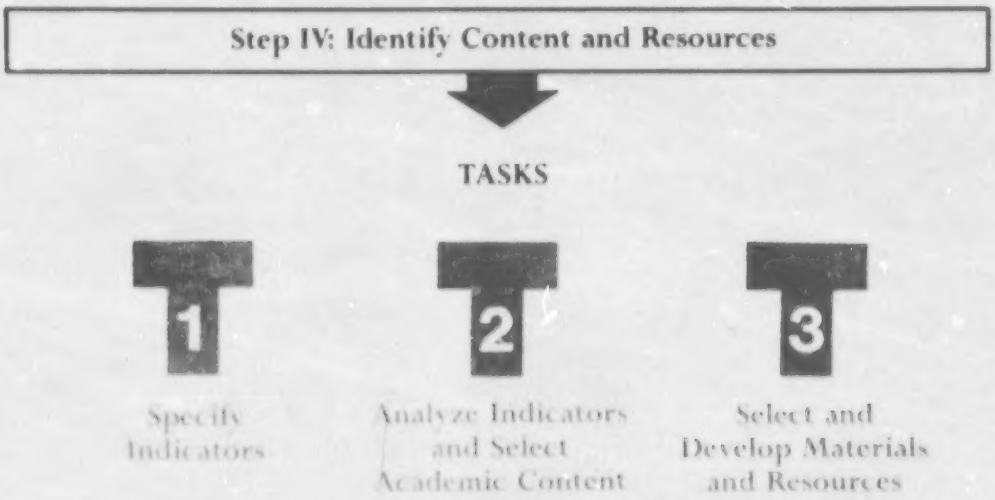
Chapter Three: Curriculum Content and Resources

Introduction

This chapter is confined to one step in the curriculum development process. The three major tasks to be discussed are: specifying Indicators; analyzing Indicators and selecting academic content; and selecting and developing materials and resources.

Step IV: Identify Content and Resources



Successful completion of this step is critical to CDA curriculum development since it focuses directly on a key concept in CDA competency-based training: the concept of demonstrated competence. The official definition of a CDA as "...a person able to meet the specific needs of a group of children..."/12/ implies that competence is the sustained ability to demonstrate appropriate skills. Therefore, competence cannot be judged on the basis of a single act. A competent individual should be able to plan and implement developmentally sound activities and also be able to recognize the need for change and act accordingly. Acquiring and demonstrating such competence in field settings requires appropriate knowledge, skills, and attitudes.

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12. The Child Development Associate Consortium Local Assessment Team: Competency Standards (Washington, D.C.: DHEW Pub. No (OHDS) 77-31049, p. 3).

Knowledge refers to the major concepts which are the foundation for the acquisition and demonstration of competence. Concepts about child development and educational principles and practices are fundamental to performance as a child caregiver. They support the flexibility essential to devising strategies to achieve intended outcomes as they provide a basis for making generalizations. Knowledge provides the essence of understanding the nature of positive developmental processes.

In addition, interns who know the whys behind the activities they are implementing in the child care setting are likely to feel positive about themselves as adult learners and about their role as early childhood professionals. Knowledge about the relationship between block play and cognitive development is also valuable information to share with parents and peers.

Skill is the ability to perform specific tasks. In addition to knowing what to do and why it is necessary, it is essential that an individual be able to perform the appropriate activities. Skills are the observable behaviors which promote child development.

An intern may know theories of individual differences in children's rate and style of learning and understand the need for planning activities appropriate to individual levels in order to foster cognitive development; however, the skills of identifying different learning styles and providing appropriate activities are necessary in order to advance a child's intellectual competence (CDA Competency Area II, Functional Area, "Cognitive").

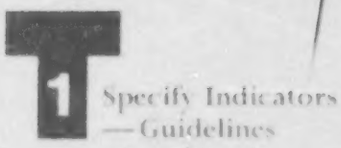
Attitudes are dispositions or opinions manifested by feelings and behavior. They are motivational factors which provide the impetus for behavior. In the previous example of individual differences, attitudes of respect for individual needs and differences on the part of the intern will help create an environment of sensitivity and warmth in which developmental processes can be fostered. Attitudes are reflected in the Personal Capacities, which are qualities of relating to young children in the educational process.

Overview of Step IV

In step IV, CDA curriculum developers select the content that will provide the intern with (1) knowledge, (2) skills, and (3) attitudes. All three are essential to the intern's ability to acquire and demonstrate the CDA Competencies in field settings. A systematic, careful content selection is called for, as is establishing the relationship between content and competency acquisition and demonstration.

The vehicles for content selection to be introduced in this step are Indicators of competence; that is, types of activities and behavior that reflect competence according to the Competency Standards for each Functional Area. Use of the Indicators provides the necessary thoroughness and is consistent with CDA terminology and CDA appraisal/assessment approaches.

An overview of the tasks in Step IV: Identify Content and Resources is graphically shown in Figure 5. In task 1, Indicators of competence are specified. In task 2, Indicators are analyzed to identify requisite attitudes, skills, and knowledge, and content that provides the substantive foundation for development of the required attitudes, skills, and knowledge is then determined. In task 3, materials and resources appropriate to the content are selected and developed.



Indicators of Competence

Indicators of competence are examples of the kinds of activities and behavior that show the CDA intern (during training) or the CDA candidate (during final assessment) is performing competently--according to the Competency Standards that have been established for each Functional Area./13/ Indicators provide a basis for reaching decisions as to whether the intern or candidate is competent or in need of training within a Functional Area.

During training, information gained from analyzing the intern's performance can be used to determine whether Indicators of competence

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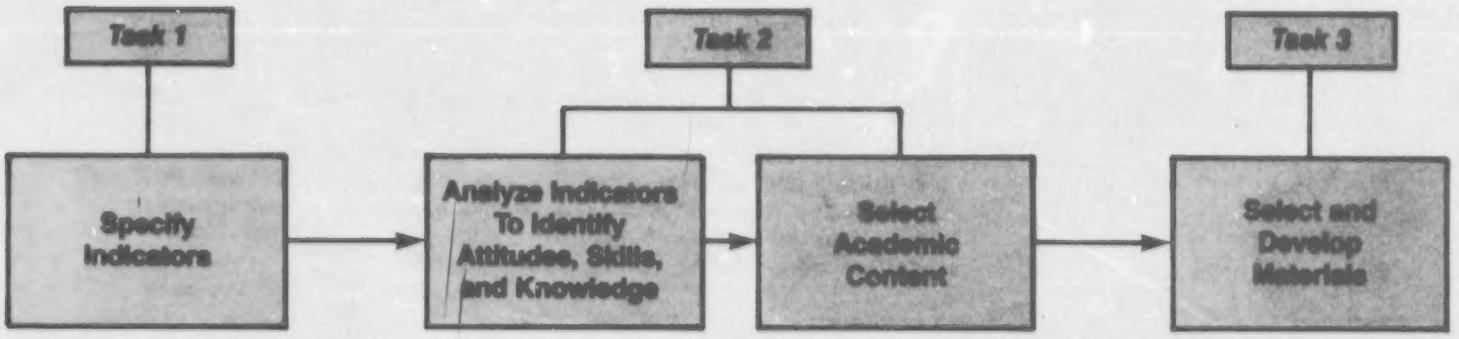
13. Ibid, p. 2.

Figure 5.
Overview of Step IV



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are evidenced and to develop the individualized training plan. Based on the analysis, a decision might be made to begin training in another Functional Area or to continue in the same Area until certain Indicators are evidenced or demonstrated to the the satisfaction of the field supervisor and intern.

Although no one list of Indicators is required of all candidates during final assessment, many CDA training programs list Indicators that are required of their interns during training. Listing Indicators for acquiring and demonstrating competence during training is consistent with the policies of the Credential Award System.

The Competency Standards, although national in scope, were written broadly to provide for flexibility and local adaptation./14/ CDA programs interpret the Competency Standards by determining Indicators that are examples of competent behavior in their particular setting or according to their particular program philosophy and yet are consistent with the national standards.

The cultural or ethnic group in a community may suggest an indicator under the Functional Area, "Language", requiring an intern to demonstrate bilingual communication skills in working with children. Where there are handicapped children in a center, an Indicator requiring demonstration of skills specific to the types of handicaps may be added to the list. Another program characteristic, such as the educational philosophy, may lead to an indicator requiring the intern to demonstrate skills in using the Montessori materials.

Development of List of Indicators

Since the Indicators to be selected in this task will be analyzed to serve as a basis for content selection in subsequent tasks, it will be important at this juncture in curriculum development for the list to be as comprehensive as possible. For each Functional Area, an attempt should be made to include both general and program-specific Indicators that will be the basis for acquiring and demon-

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14. Ibid, p. 3.

strating competence. General indicators are those that could be appropriate to any program./15/

Figure 6 provides examples of how the task might proceed by Competency Area. The Competency Area under consideration in Figure 6 is: "Advances Physical and Intellectual Competence". The Functional Area and accompanying Competency Standard focused on is: "Cognitive." Examples are included for both general and program-specific Indicators of competent performance according to the Competency Standard.

The educational philosophy of the sample program embraces the Indicator that cognitive development and learning style of individual children should be assessed; however, it does not condone the use of formal measures. The staff has, instead, developed informal tools specific to the local program, and interns must be able to administer these tools. In a bilingual (Navajo) setting, an Indicator might read, "Intern assesses the cognitive development and learning style of individual children using both Navajo and English."

After the curriculum committee has developed the list of Indicators for each Functional Area, the next task is to analyze the Indicators as the basis for selecting content.

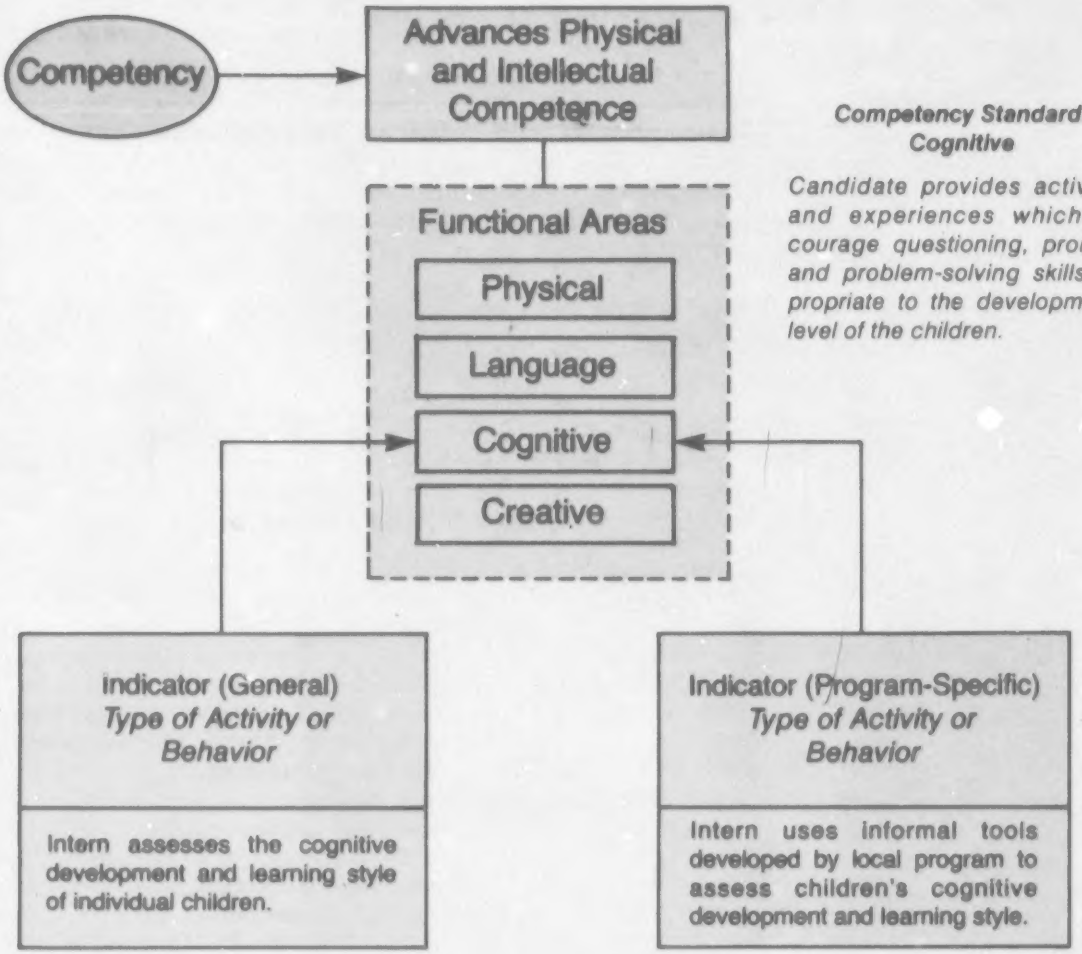
2 Analyze Indicators to Identify Attitudes, Skills, and Knowledge and Select Academic Content —Guidelines

Various methods have been used to determine the academic content that should be included in CDA curriculums. Some programs begin by analyzing broad Competency Areas; others look first at the Functional Areas. The method suggested here is to perform an ASK analysis by using the list of Indicators of competence as a starting point for generating content. Each Indicator is analyzed to determine what attitudes, skills, and knowledge an intern would need to acquire in order for that Indicator of competence to become part of the ongoing teaching behavior.

There are two phases in the ASK Analysis. The first is the process of identifying major attitudes (A), skills (S), and knowl-

15. See Appendix A for examples of Indicators for each Competency Area.

Figure 6. Examples of General and Program-Specific Indicators


Competency
Advances Physical and Intellectual Competence
Functional Areas
Physical
Language
Cognitive
Creative
Competency Standard: Cognitive
Candidate provides activities and experiences which encourage questioning, probing, and problem-solving skills appropriate to the developmental level of the children.
Indicator (General)
Type of Activity or Behavior
Intern assesses the cognitive development and learning style of individual children.
Indicator (Program-Specific)
Type of Activity or Behavior
Intern uses informal tools developed by local program to assess children's cognitive development and learning style.

edge (K) for each Functional Area. The second is the selection of academic content to provide a foundation for their development. Taken together these elements are represented by the acronym ASK. The procedure is described below.

The general and program-specific Indicators selected in task I are the basis for conducting the ASK Analysis. A list of the attitudes, skills, and knowledge needed to acquire and demonstrate competence is developed, using the Indicators for one Functional Area at a time.

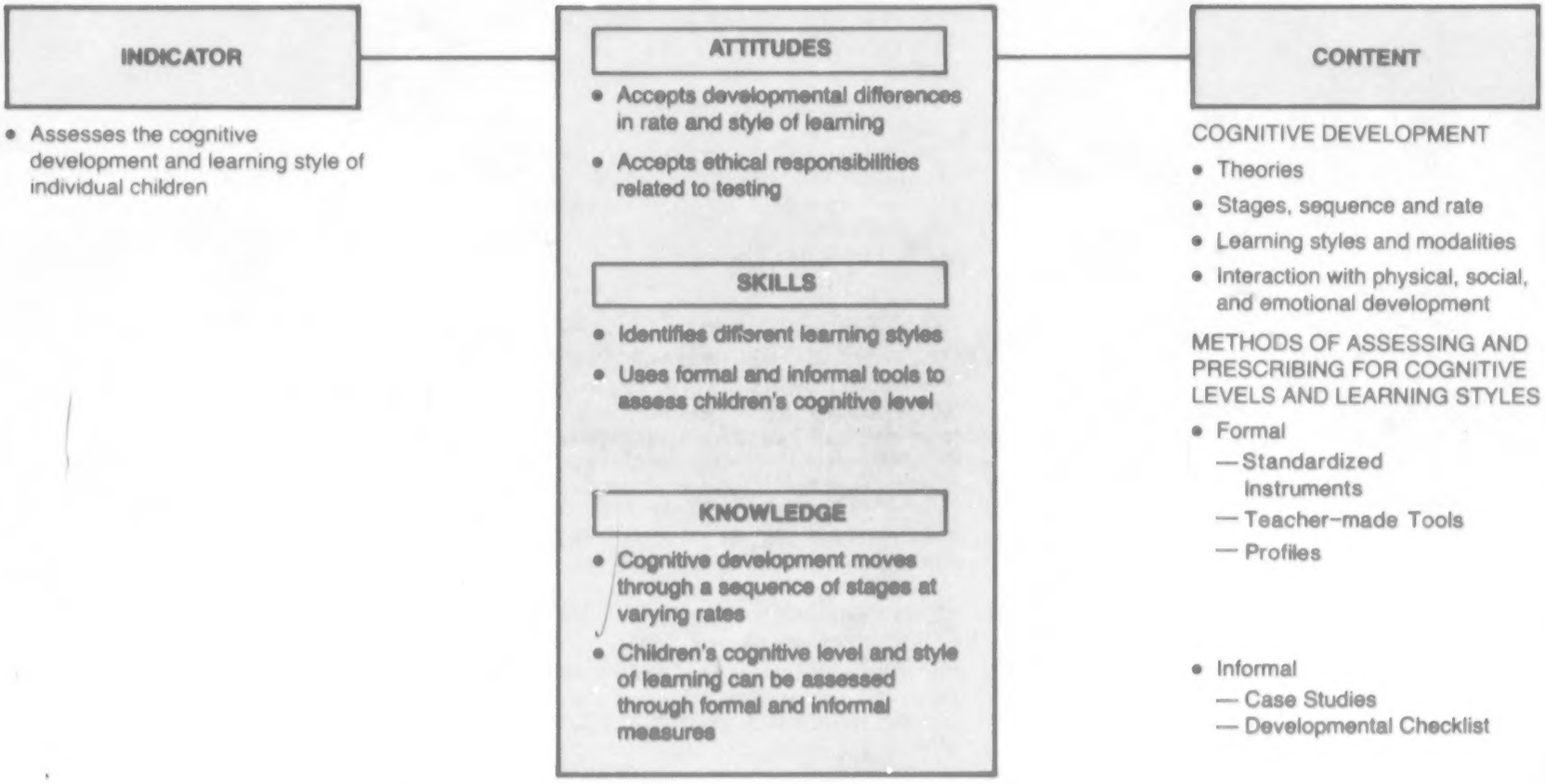
For example, the Indicator for the Functional Area, "Cognitive," discussed in task I was: "The intern assesses the cognitive development and learning style of individual children." Curriculum developers must first decide what attitudes would be required on the part of the intern in order to do these assessments. Two major attitudes might be: (1) an acceptance that there are developmental differences in rate and style of learning, and (2) an acceptance of the ethical responsibilities related to testing.

The next step is to determine the required skills. These might be: (1) to be able to identify different learning styles, and (2) to use formal and informal tools to assess children's cognitive level. The necessary knowledge would be that: (1) cognitive development moves through a sequence of stages at varying rates, and (2) children's cognitive level and style of learning can be assessed through formal and informal measures.

Based on the identified attitudes, skills, and knowledge the academic content should include, at a minimum: theories of cognitive development, including stages, sequence, and rate; learning styles and modalities; relationship between cognitive, physical, social, and emotional development; and methods for assessing and prescribing for cognitive levels and learning styles. Figure 7 provides an overview of the above analysis.

In the process of identifying the attitudes, skills, and knowledge, it should be recognized that there may be three or four basic skills

Figure 7.
Overview of ASK Analysis for One Indicator[1]


INDICATOR
• Assesses the cognitive development and learning style of individual children
ATTITUDES
• Accepts developmental differences in rate and style of learning
• Accepts ethical responsibilities related to testing
SKILLS
• Identifies diffsrent learning styles
• Uses formal and informal tools to assess children's cognitive level
KNOWLEDGE
• Cognitive development moves through a sequence of stages at varying rates
• Children's cognitive level and style of learning can be assessed through formal and informal measures
CONTENT
COGNITIVE DEVELOPMENT
• Theories
• Stages, sequence and rate
• Learning styles and modalities
• Interaction with physical, social, and emotional development
METHODS OF ASSESSING AND PRESCRIBING FOR COGNITIVE LEVELS AND LEARNING STYLES
• Formal
— Standardized Instruments
— Teacher-made Tools
— Profiles
• Informal
— Case Studies
— Developmental Checklist

[1]*A completed ASK Analysis for a sample set of Indicators which might have been developed by a local program may be found on pages* 116-118.

involved in mastery of an Indicator. In the foregoing example, two were identified. Further, skills for one Indicator may also be essential to mastery of others. In the same example, being able to identify different learning styles and using formal and informal tools to assess children's cognitive level would also be important for the Indicator: "Provides activities which are appropriate to the individual's level and style of learning."

The same principle would hold true with respect to concepts and attitudes; for example, multiple concepts may support one skill, and conversely, one concept may underlie a variety of skills. In addition, every Indicator does not require a corresponding attitude, skill, or knowledge.

After completing the ASK Analysis for each Functional Area, the next task is the selection of resources to convey the content.

3 Select and Develop Materials and Resources — Guidelines

In this task, the content specified as a result of an analysis of the Indicators is used as a basis for selecting and developing materials and resources. Ultimately, regardless of the learning format, materials and resources are the tools of instruction. Careful selection of a variety of materials and resources which convey the essential content is of utmost importance. The task of making them readily available to interns is also a major consideration.

Consistent with the CDA Training Criteria, these materials should not only convey the content (training based on the competencies), but they should also be of sufficient scope and variety to accommodate different learning styles, interests, and levels of competence (individualization with respect to competency acquisition). Accomplishing both goals requires three processes:

1. Analyzing a variety of discrete curriculum materials--written, audio, visual, audiovisual--in terms of adequacy in conveying the essential content and appropriateness to individualization.
2. Synthesizing, or bringing together, the separate materials into an organized whole containing both general and specific materials relative to a Competency or Functional Area.

3. Organizing the synthesized materials into a set of materials for each learning unit that can be flexibly used, according to learning need and style, and yet retain its internal consistency.

Written Materials

Selecting written materials consists of identifying segments of textbooks, CDA modules, and other published materials that are specific to the designated content./16/ These materials, with the permission of the authors, can be organized so that the components are compiled in an appropriate sequence. The curriculum committee may also choose to develop its own written materials.

When taking into account the Criterion of "individualization" it will be important to remember that individuals differ in reading and comprehension skills. Materials are written at various levels of sophistication. Providing written materials for different reading levels is another way of recognizing and respecting individual differences.

Audiovisual Materials

Providing other resources in addition to written materials gives individuals a variety of learning options. Studies of learning styles indicate that there are individuals who learn best from audio presentation and others who respond best to visual materials. Still others need a cross modality approach to comprehend the information most effectively. The knowledge that there are different learning styles suggests that providing audiotapes, films, and slide/tapes as a part of the set of materials and resources results in a product which offers options and opportunities for all interns to move through the training program at their own pace. During the process of synthesizing the materials and resources to convey the essential content, it may become evident that a variety of written materials and other resources may need to be developed.

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16. Appendix B contains a list of resources for CDA materials.

Summary

This chapter has discussed the tasks used to identify and select curriculum content and resources. The next step in the curriculum development process, to be discussed in Chapter Four, is to devise effective implementation strategies.

Chapter Four: Curriculum Implementation

Introduction

This chapter contains information and guidelines for Step V in the curriculum development process, "Develop Implementation Strategies and Learning Experiences." The one, major task to be carried out requires the correlating of organizational and instructional components by means of the implementation strategies and learning experiences (academic and field). This task follows from the curriculum elements that have been established in previous steps: the CDA Training Criteria Approach, Learning Unit Format, Staffing, Academic Content, and Materials and Resources.

Designing implementation strategies and learning experiences provides an opportunity for integration of the two elements. The implementation strategies and learning experiences establish the ways in which training will proceed. The curriculum design elements discussed in Chapter Two affect the kind of implementation strategies that can be devised.

Providing for a continuing interplay between acquiring knowledge and applying it in the child care setting helps the intern attain the CDA goal of competency acquisition and demonstration.

Step V and Task 1: Develop Implementation Strategies and Learning Experiences

Step V: Develop Implementation Strategies and Learning Experiences

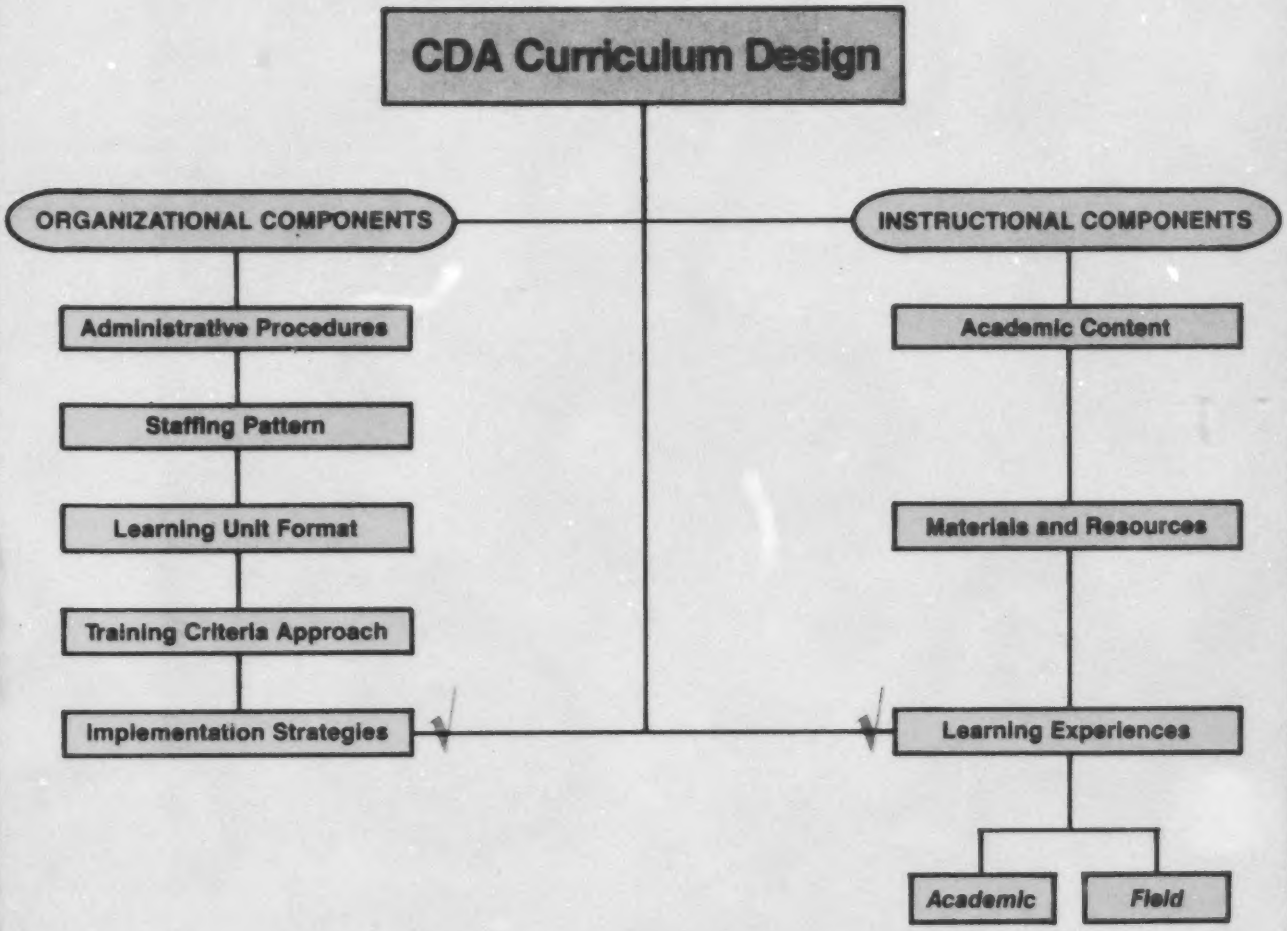
TASK

Develop
Implementation
Strategies and
Learning Experiences

Before beginning this step, it may be helpful for curriculum developers to review the overall curriculum design (see Figure 8). The curriculum design is the structural plan for incorporating and correlating the organizational and instructional components. Of the organizational components, only the implementation strategies remain to be developed. Of the instructional components, only the learning experiences remain to be planned.

Learning experiences are to include academic and field experiences. According to the CDA Training Criteria, these experiences are to

Figure 8.
CDA Curriculum Design

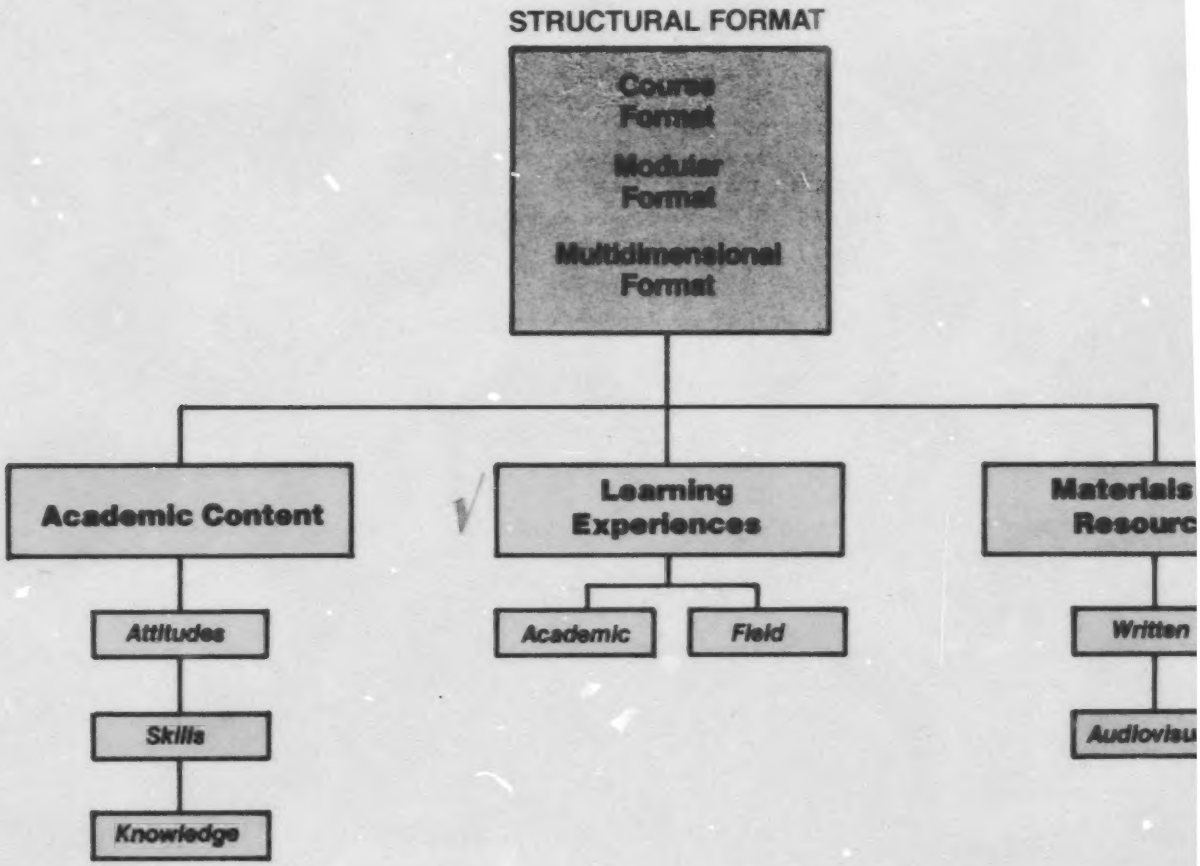


√ *indicates work to be undertaken in Step V.*

be integrated. The integrated set of learning experiences should facilitate the development of appropriate attitudes, skills, and knowledge related to competency acquisition.

The three types of formats--course, modular, and multidimensional--presented in Chapter Two as the structural formats for learning units (see Figure 9) are discussed below in terms of specific implementation strategies and learning experiences (academic and field). Specifics pertaining to the interrelationships between the implementation strategies, the Training Criteria, and the learning experiences are illustrated following a discussion of each format.

Figure 9.
Composition of Learning Units



√ indicates work to be undertaken in Step V.

Course Format

The academic content of CDA training is not greatly different from that included in early childhood teacher education programs. Differences may occur in the way content categories are grouped, as seen in the ASK Analysis, pages 116-118, or in the emphasis on content related to the CDA Competency or Functional Areas. The primary difference lies in the systematic, ongoing integration of academic and field experiences and the provision for appraisal through competence demonstration.

Developing New Courses

One strategy for implementing the course format involves the development of new courses, each based on a CDA Competency Area. The syllabus for each course is structured into subunits for each Functional Area that include a listing of the Indicators for competence demonstration in that Area. Learning experiences for each subunit include both academic and field experiences and focus on the development of attitudes, skills, and knowledge. The content to be acquired is specified for each academic experience. How the academic content is to be applied in the child care settings is then described in the activities included in the field experiences. Preplanning this strategy helps insure an ongoing integration of academic and field work.

For example, in the overview of the ASK Analysis for one Indicator, page 55, academic experiences might be focused on the intern's ability to assess the cognitive development and learning style of individual children. The first step might be to work on the knowledge base regarding the sequential stages of cognitive development by introducing content on Piaget's theory. The academic experiences could include reading his theory, seeing the Piaget films, and testing out his theory of stages in ability to conserve with older children.

The field experiences might include testing out the theory with three- through five-year-old children in the child care setting, then preparing a paper describing the entire experiment and the implications for child caregivers for discussion with the field supervisor or in the next academic session. The paper might also be included in the intern's training portfolio.

In dividing the coursework into subunits, valid credit could be arranged for each Functional Area when competence is acquired and demonstrated. This would enable interns to enroll and earn credit for those subunits where the training needs have been mutually agreed upon by the field supervisor and the interns. Another way of providing for individualization is to arrange for independent study with alternative options available for completing a subunit.

Staffing Pattern. In this format, role responsibilities can be delegated according to the organizational staffing pattern. However, if one individual is responsible for delivery of both content and field supervision, adequate time should be allotted for both activities. Where different individuals are responsible for the two roles, a system of communication should be specified, and clear responsibility for the integration and appraisal should be assigned to one.

The above implementation strategies relating to a new course format are summarized in Figure 10.

Modifying Existing Courses

Where it is not feasible to develop new courses, a possible strategy is to identify the content for the CDA Competencies, as in the ASK Analysis, and to locate that content within the existing courses. Provision can be made for interns to undertake the portions of the coursework that are appropriate and applicable to their individual training needs. In this format, supervised field activities related to the course content are provided in a special syllabus for interns. Additional content, not available in the existing courses can be provided through supplemental seminars, workshops, or independent study.

Arranging for partial credit for coursework and for supplemental activities is an important part of this implementation strategy.

Staffing Pattern. Role responsibilities in this strategy include: providing or coordinating activities, as well as providing field supervision; developing the individual training plan; and conducting pre- and ongoing appraisals of demonstrated competence.

A summary of possible implementation strategies when existing courses are modified appears in Figure 11.

Figure 10.
Curriculum Implementation in a New Course Format

CDA Training Criteria	Implementation Strategies	Learning Experiences
Training Based on the CDA Competencies	New courses are developed, each based on a CDA Competency Area. Syllabus for each is structured into a subunit for each Functional Area. Content is selected based on the ASK analysis.	Academic experiences specify the content to be acquired for the development of attitudes, skills, and knowledge for competency acquistion.
Valid Credit	Credit is granted for each Functional Area when competence is acquired and demonstrated.	
Supervised Field Experiences	Interns enroll and earn credit for subunits when training needs have been mutually agreed upon by Field Supervisor and intern. Training needs are identified based on observations and ongoing appraisals of the intern at work in the child care setting.	Field experiences are designed to focus on attitudes, skills, and knowledge pertaining to Indicators of competence.
Integration of Academic and Field Experiences	Staffing, administrative procedures, materials and resources, and learning experiences for each subunit provide for coordination.	The academic content is specified in the academic experiences and described in relation to activities included in the field experiences. The integrated set of experiences is written up for conferences, academic sessions, or the training portfolio.
Individualization	See supervised field experiences. Independent study with alternative options for completing a subunit is also available.	A number of Learning Experience options are available for each subunit.
Flexible Scheduling	Interns exit training when Indicators for each subunit are demonstrated.	

Figure 11
Curriculum Implementation When Existing Courses Are Modified

CDA Training Criteria	Implementation Strategies	Learning Experiences
Training Based on the CDA Competencies	Content is identified based on the ASK Analysis and located within existing courses. Additional content is provided through supplemental seminars, workshops, or independent study.	Academic experiences specify the content to be acquired for the development of attitudes, skills, and knowledge for competency acquisition.
Valid Credit	Arrangements are made for partial credit for coursework and for supplemental activities.	
Supervised Field Experiences	A special syllabus is written for interns to facilitate coordination of training, development of the training plan, and conducting pre- and ongoing appraisals of competence. Additional materials development may be necessary.	Field experiences are designed to focus on attitudes, skills, and knowledge pertaining to Indicators of competence.
Integration of Academic and Field Experiences	Staffing and the special field supervision syllabus provide for coordination.	The academic content is specified in the academic experiences and described in relation to activities included in the field experiences. The integrated set of experiences is written up for conferences, academic sessions, or the training portfolio.
Individualization	Provision is made for interns to undertake the portions of coursework that are appropriate and applicable to their individual training needs. They enroll in supplemental work according to their individual learning styles and needs.	A number of Learning Experience options are available for each subunit.
Flexible Scheduling	Interns exit training when Indicators for partial coursework and supplemental activities are demonstrated. The field supervisor carries major responsibility for coordinating activities to determine exit.	

Modular Format

This format uses an implementation strategy that is frequently adopted where it is not possible to bring interns to a central site for academic instruction because they are geographically isolated. The modular model is also used by some institutions to allow for individualization of rate and style of learning and to focus on specific Functional Area Indicators. The modular model also provides for flexibility in grouping in that modules can be used both independently and in group learning experiences.

Designing Comprehensive Modules

Comprehensive modules can be designed according to the Training Criteria by including: content for each Competency or Functional Area; designation of a variety of field activities related to the content; and provision for a variety of options for both acquisition and demonstration of competence. Ideally, each module should contain options which include opportunities for group work, and self-pacing materials for independent study. Modules which are interdependent or in sequence permit use according to individual needs.

Designating Indicators

Indicators for competency acquisition and demonstration are designated within each module and provide the basis for demonstration by the intern, for observation by the field supervisor, and for designing the individual training plan during conferences.

In developing modules, identifying the content and corresponding Indicators for Competency and Functional Areas and specifying learning experiences (academic and field) form the basis for negotiating for Valid Credit.

Staffing Pattern

Defining the responsibilities of the field supervisor in this modular format is a significant aspect of the implementation strategy. In addition to observation and feedback conferences and development of the individual training plan, the field supervisor should be responsible for promoting integration of academic and field experiences. Additional training in the modular format may be required.

A summary of implementation strategy examples for a modular format is presented in Figure 12.

Figure 12.
Curriculum Implementation in a Modular Format

CDA Training Criteria	Implementation Strategies	Learning Experiences
Training Based on the CDA Competencies	Content for each Functional Area is selected based on the ASK analysis. Comprehensive modules are developed for each Functional Area, the Personal Capacities, and the Bilingual/Bicultural training competencies, where appropriate.	Academic experiences specify the content to be acquired. Content is either included in each module or referenced in the module. Opportunities for group academic experience such as seminars or workshops are referenced within the modules or communicated.
Valid Credit	Credit is granted upon successful demonstration of competence designated in each module. The amount of credit is negotiated with the college(s) based on content included, related field experiences, and corresponding Indicators.	
Supervised Field Experiences	Field activities related to the academic content are specified in the modules. Field supervisors carry major responsibilities for academic content and the integration of academic and field work where interns are relatively isolated geographically. Resource materials need to be portable.	Field experiences focus on specific Indicators and include a number of options for competency demonstration. The complete set of modules shows how the Indicators of competence correlate.
Integration of Academic and Field Experiences	See above responsibility of field supervisor. Integration is also provided for directly in the modules through explanations and required products. Additional training in the module format facilitates the work of the field supervisor.	See implementation strategies.
Individualization	Individualization for rate and style of learning is provided for within the modules. Indicators for competency demonstration are also included. Options are included for: independent or group work, use of audiovisual and reading materials, sequenced or interdependent modules.	Learning experiences are structured so the intern can apply field experiences to academic theory or theory to field experiences. Supplemental resources materials are needed.
Flexible Scheduling	Indicators for competency acquisition and demonstration are designated within each module. Modules are not undertaken if an intern can demonstrate the Competency. Exit from the training occurs when the intern has acquired the Competencies.	

Multidimensional Format

The organization responsible for providing CDA training may permit or even require that a variety of learning units and experiences be incorporated into a curriculum. In this format, the task is one of negotiating with a number of sources to provide for training in the CDA Competency or Functional Areas. The strategy involves the identification of institutions of higher education--both two- and four-year colleges--consultants, and other agencies that have the resources to provide training. Negotiation should include reaching agreement with each source about provision for the Training Criteria in the learning units and experiences to be offered. Required content and its relationship to field experiences should be specified and the availability of options for acquiring content negotiated. In addition, a resource center to supply additional resources and materials for interns might be established.

Augmenting Learning Units and Experiences

An important facet of the multidimensional format is the opportunity to develop learning units and experiences designed specifically to meet program needs. Several types of activities to augment the learning units and experiences provided by sources external to the CDA training program are suggested below.

Seminars. When learning units are designed to provide for independent study interspersed with supervised field experiences, regularly scheduled seminars, where CDA interns come together for discussion and clarification, provide continuity as well as reinforcement. The seminars tend to alleviate the sense of isolation from peers that may be a negative factor in sustaining motivation and a sense of recognized progress.

Workshops. Learning units that incorporate the need for skill development may be strengthened by workshops which provide "hands on" experiences. Working in the child care setting without interacting with peers does not permit the CDA intern to benefit from the multiplicity of approaches to skill development which can be derived from a workshop.

Minicourses. The structure of a CDA training program may permit

the scheduling of a three-day or week-long meeting in which different types of learning experiences are designed to support the intern's work in the field. Each minicourse can be related to a specific Competency Area where there are a number of interns working on Functional Areas within it. Alternately, there can be a number of different learning experiences provided, each related to one Functional Area.

Staffing Pattern

In the multidimensional format, field supervisors might be used to augment the learning units and experiences. The role responsibilities include field supervision, appraisal, development of the individual training plan, and providing interns with information about available learning units, experiences, and resources. Another major responsibility is coordination of the intern's learning units and experiences.

A summary of suggestions for implementation strategies for a multidimensional format appears in Figure 13.

Figure 13.
Curriculum Implementation in a Multidimensional Format

CDA Training Criteria	Implementation Strategies	Learning Experiences
Training Based on the CDA Competencies	Content is selected based on the ASK analysis. Institutions of higher education, consultants, and agencies are identified to supply the training. Agreements are reached as to delivery of required content and options for acquiring content. Where there are gaps, learning units and experiences are augmented through seminars, workshops, or minicourses.	Major work is required of the curriculum committee in insuring that the academic experiences offered by the many training sources provide the content specified in the ASK analysis. Additional resources and materials might also need to be provided.
Valid Credit	Negotiations are made with the many sources supplying the training for full credit or partial credit for courses, modules, and supplemental activities that augment learning units and experiences.	
Supervised Field Experiences	Major coordination is carried on in the field through the field supervisor. The field supervisor augments learning units and experiences and provides information about available learning units, experiences, and resources in addition to conducting the ongoing field supervision, appraisals, and training plan development.	See above. Providing for the relationship between required content and field experiences in terms of attitudes, skills, and knowledge is carefully planned and monitored.
Integration of Academic and Field Experiences	A tight design is required to provide for integration administratively, through staffing, training of the field supervisor, and augmentation of learning units and materials and resources.	See implementation strategies.
Individualization	Negotiation is necessary with each training source as to individualization strategies.	See implementation strategies.
Flexible Scheduling	A number of arrangements to provide for exit from the training are required, depending on the type of training being offered. Interns become familiar with the list of Indicators; however, the field supervisor carries major responsibility for coordinating activities to determine exit.	

Summary

This chapter has presented three formats for curriculum implementation that can be adapted to local program characteristics and needs. Only a few suggestions and options were included for each learning unit format. In working through this step, curriculum developers will become increasingly aware of the endless variety of possible approaches.

Clearly, there is no one way to implement a CDA curriculum. Creative problemsolving is called for, as is coming to agreement on a definitive implementation plan in writing.

The next chapter presents the last step in the curriculum development process: establishing procedures for systematic evaluation and modification of the curriculum.

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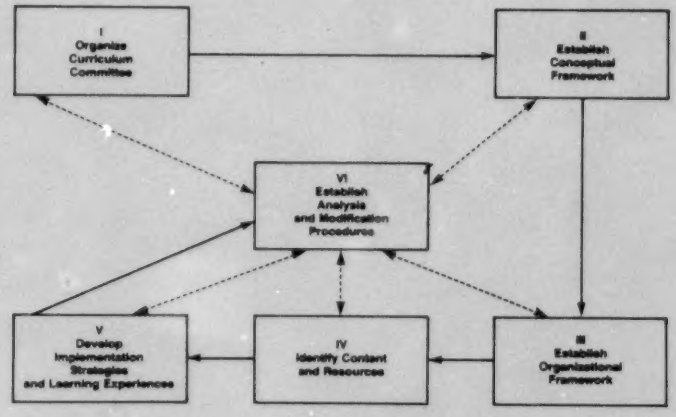
Chapter Five: Curriculum Analysis and Modification

Introduction

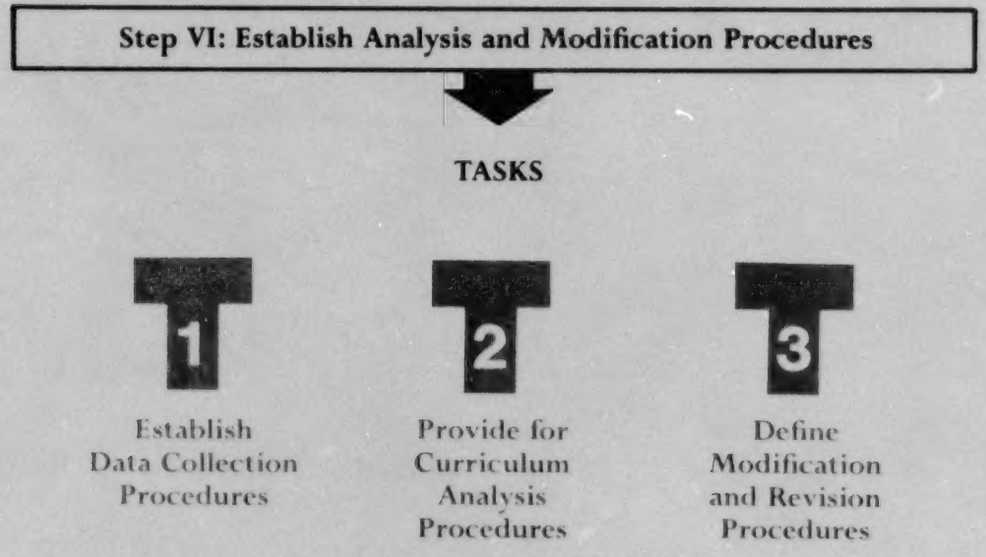
Establishing procedures for systematic analysis and modification of the curriculum is the last step in the suggested curriculum development process. Although structuring a plan for curriculum evaluation prior to curriculum implementation may appear to be premature, this step cannot be underestimated. With advance planning there is less chance for curriculum designers as well as implementors to become defensive when things begin to go wrong or for other reasons.

The innovativeness of CDA training and assessment procedures, coupled with the possibility for wide diversity in training approaches, make this step essential.

Figure 3, first discussed in Chapter Two, is reproduced below. The curriculum development sequence is represented by solid lines. The curriculum analysis tasks to be undertaken during Step VI are represented by broken lines. The double arrows indicate that the relationship between this step and the other five steps is dependent on the findings of the data collection and analysis. These relationships will be discussed within the context of the tasks to be undertaken in establishing analysis and modification procedures.



Step VI: Establish Analysis and Modification Procedures



1 Establish Data Collection Procedures — Guidelines

There are two fundamental reasons for modifying a curriculum. One is that it is not achieving its intended outcomes. The other is the need to update the content and skills included in the curriculum. Determination of the necessary modifications is predicated on the analysis of appropriate information. The subcommittee responsible for curriculum analysis and modification begins the process by collecting data. Information will be needed about interns' progress and the effectiveness of the learning units.

Data Collection: Curriculum Goals

The goal of CDA training is to improve the quality of care of young children by focusing on the interns' acquisition and demonstration of competence and the attainment of the CDA credential. Interns are expected to complete the training process in about two years. The curriculum goals are to provide for the acquisition and demonstration of competence in an educational process designed for the adult learner.

Two kinds of data can yield information about whether the curriculum is achieving the intended outcomes. Organizational Data yield information about interns' completion of training and attainment of the CDA credential. Instructional Data are used to determine the effectiveness of specific learning units.

A system for maintaining records of interns' progress should be established to yield both Organizational and Instructional Data. In addition to these records, written reports, interviews or questionnaires distributed to field supervisors, academic instructors, interns, and administrative staff could provide additional helpful data. A list of the kinds of records to be maintained is suggested below.

Organizational Data

Organizational data should include:

- Number of interns entering training
- Number of interns completing training
- Number of interns attaining the CDA credential
- Total time spent in training.

If the number of interns entering and completing training and assessment is smaller than desired, or if interns are not completing training within the projected two-year timeframe, it may be necessary to examine the organizational framework. Included in the organizational framework are the administrative procedures, staffing pattern, structural format for learning units, and approach to the CDA Training Criteria. An examination of the framework might reveal that the problem is one of staffing and preclude an extensive and time-consuming examination of learning units.

Instructional Data

Data collected about each learning unit should include:

- Number of interns "enrolled" and demonstrating competence
- Number of interns undertaking but not completing each learning unit
- Length of time spent in each learning unit.

Data indicating that many interns are not successfully completing specific learning units would lead to an analysis of these units. There may be many reasons for this finding. For example, it may be that the types of materials and resources required, the content required, or the learning experiences are the obstacles to completing training.

In summary, the records of intern progress should yield data which can be used to determine whether to conduct an analysis of the organizational framework, specific learning units, or the total curriculum design.

Data Collection: Update Curriculum

The curriculum content should be updated to keep it current. Continuous research in the field of early childhood generates new knowledge about developmental and learning processes. This knowledge, available in professional journals, can be added to the curriculum both in the form of content and in new skills or techniques for working with young children.

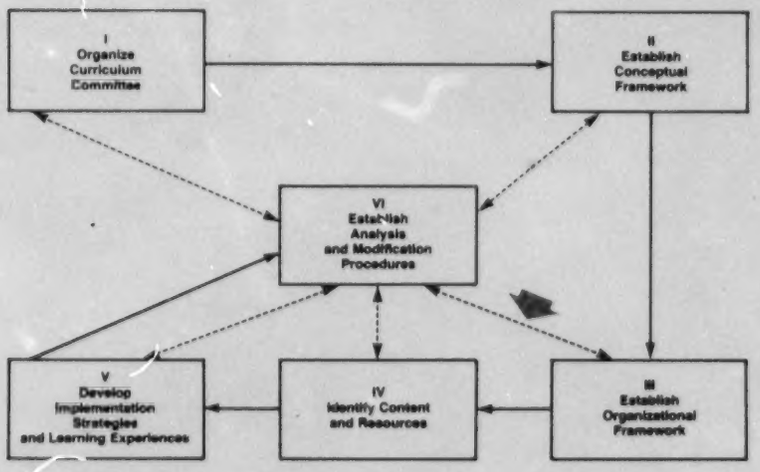
At the heart of CDA training is field supervision. Field supervision in itself is another important source of data for curriculum modification. The child development center provides the setting for observing the intern and also for noting areas for updating the curriculum. Site visits provide information about the kinds of content and skills needed to improve the quality of care. These data may indicate a need for new content and skills or a need to change the focus in some learning units. For example, it may be found that interns are having difficulty acquiring competence in one Functional Area. This finding would indicate the need to place greater emphasis on that Area in order to improve interns' skills.

T2 Provide for Curriculum Analysis Procedures — Guidelines

As suggested above, even when interns are completing training in an adequate timeframe, modifications in the curriculum are necessary to keep the program current. Most good programs keep abreast of new information; however, there is often no mechanism in place for systematic incorporation into the curriculum.

Results of the data collection efforts determine the kind of curriculum analysis to be conducted. Organizational Data indicating that the curriculum goal of completion of training and attainment of the CDA credential is not being achieved should lead to an analysis of the organizational framework to determine whether any structural changes are necessary. This process is shown in Figure 14 by the broken line between steps VI and III.

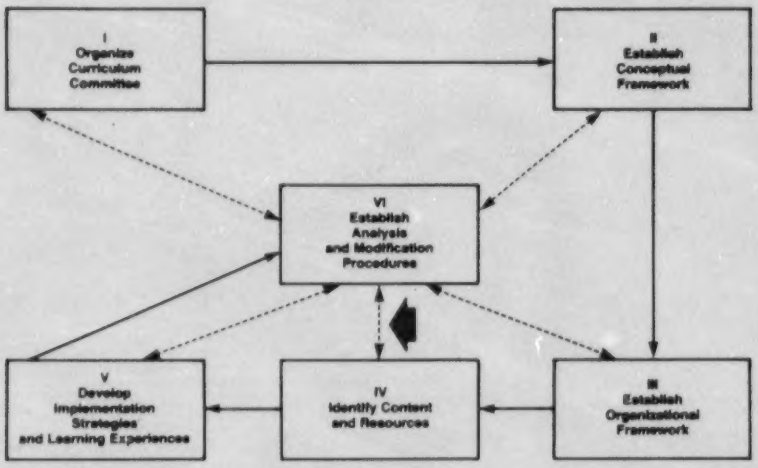
Figure 14. Steps in Curriculum Development — Relationship Between Steps VI and III



Instructional Data showing that specific types of learning units are less productive than others in leading to acquisition of competence

indicate a need to analyze the content, resources, and learning experiences of each unit or of all the units. A revision of units may be necessary. This procedure is represented in Figure 15 by the broken line between steps VI and IV, in which the content and resources were identified, and VI and V, in which the learning experiences (academic and field) were developed.

Figure 15. Steps in Curriculum Development — Relationship Between Steps VI and IV and Steps

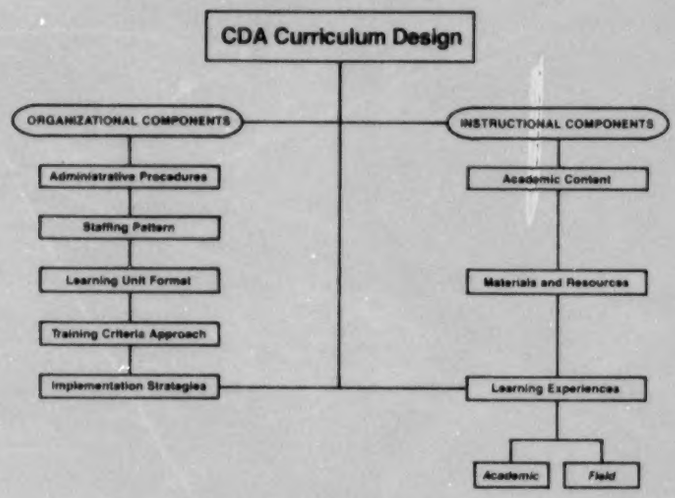


Data obtained from professional literature and site visits to child development centers are not a basis for curriculum analysis so much as a basis for revising or modifying elements of the curriculum. For example, research evidence might become available concerning a new technique for diagnosing children's developmental progress and indicate a need to modify a learning unit dealing with individualization for children. Or, site visits to interns who had just finished a learning unit in the Functional Area "Physical" might reveal that they were not using the complete range of available gross-motor equipment to promote physical development. This finding might suggest a need to add relevant learning experiences to the unit that focus on the integration of academic and field experiences.

Analyzing the Curriculum Design

Analysis of the data may indicate the need for an examination of the overall curriculum design. The curriculum design, reprinted below, is the structural plan for incorporating and interrelating the organizational and instructional components.

Figure 2.
CDA Curriculum Design

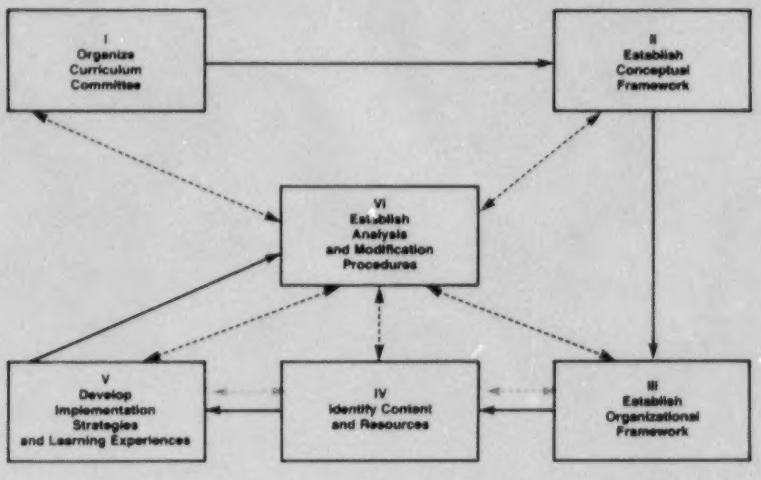


In Chapter Four, some of the ways that the organizational components were related to one another were discussed. Development of implementation strategies hinged on other organizational components: administrative procedures, learning unit format, staffing pattern, and Training Criteria approach. Likewise, the ways in which instructional components were related to one another were also discussed. Learning experiences (academic and field) that were developed were dependent on the academic content that had been selected and the materials and resources that were developed.

Chapter Four also included charts describing the interrelationship between the organizational and instructional components through the learning unit format, Training Criteria approach, implementation strategies, and learning experiences (academic and field).

Analysis of the data may reveal that problems stem from the interrelationship of the components in the curriculum design. In that case, steps III, IV, and V would need to be analyzed as they relate to one another in the total curriculum design. Broken lines and double arrows have been added between steps III and IV and between IV and V to indicate the interrelationship (see Figure 16).

Figure 16. Steps in Curriculum Development — Interrelationships



Analysis of separate organizational and instructional components is one way to begin the analysis. As difficulties are encountered they can then be related to other components. Several suggestions follow.

Administrative Procedures

Analysis of the administrative element in the curriculum design consists of reviewing the administrative procedures to determine whether each is being performed in a manner which facilitates the CDA training process. Changes in funding, new requirements in policies of credit granting institutions, shifts in personnel, etc., may require concomitant changes in administrative procedures.

Staffing Pattern

An examination of personnel roles and responsibilities should be made. Examples of information that could be helpful include:

- Field supervisor/academic instructor communication network
- Field supervisor/intern ratio
- Academic instructor/intern ratio
- Time spent in observation and conferences
- Field supervisor/intern relationships
- Time spent in field supervision when the field supervisor is also the academic instructor.

The effectiveness of the staff is usually the key to a successful training program. Two facets of staffing should be examined. One is the analysis of the distribution of staff responsibilities to determine whether staffing is adequate for the program's curriculum design. The other is the supervisory and teaching skills of staff members. It may be necessary to provide additional training of trainers to improve the quality of the program.

Structural Format for Learning Units

The format for learning units may be a significant variable in the effectiveness of the program. In adopting a particular format such as course, modular, or multidimensional, the selection should be made to conform to local characteristics. Relating the Organizational Data of program outcome and the Instructional Data about individual learning experiences may lead to the conclusion that modifications of the format are necessary. The data may suggest the need to augment the existing format to provide for Competencies not being demonstrated or to offer alternative options for interns who are not able to learn in the format selected or progress through the training within the two-year timeframe. The outcome data may, alternately, suggest the possibility of revising the format entirely; for example, changing from a course to a multidimensional format.

Approach to the CDA Training Criteria

The CDA Training Criteria are guidelines for defining the training process. In developing the curriculum design the ways in which

the Training Criteria are built into the training process are specified and implementation strategies are developed accordingly. In analyzing a curriculum design, it is suggested that the provision for the Criteria be examined in relation to the implementation strategies.

Materials and Resources

One way of systematically reviewing provision for the Training Criteria in curriculum materials and resources is the use of the Training Criteria Analysis Protocol (TCAP)./17/ The TCAP can be used to record and analyze the degree to which sets of materials and resources for each learning unit of the curriculum provide for the CDA Training Criteria. The method involves an analysis of each learning unit based on a Competency or Functional Area. The procedures review both the structure and training process in relation to the Training Criteria.

3 Define Modification and Revision Procedures — Guidelines

This task is concerned primarily with establishing procedures for making desired curriculum changes; it is not concerned with the specific modifications or revisions of the curriculum.

Modifying the Curriculum Design

The curriculum design is the structure which embodies all learning units. The procedures for making modifications, therefore, include decisions at the administrative level with input from the analysis data, from personnel who conduct training, and from interns in the training program. The mechanism for modification includes the procedures for decisionmaking and for implementation of the modifications. An example may help to illustrate the process.

A meeting to discuss the results of the TCAP and to review other data is established as the process for administrative review and decisionmaking. The TCAP analysis shows that the provision for Individualization and Valid Credit, for example, should be reviewed. A review of the Organizational Data shows that many interns are not completing training within two years. As a result of looking at

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17. Complete instructions and forms for administering the Training Criteria Analysis Protocol (TCAP) may be found on pages 122-130.

both the TCAP results and the Organizational Data, the group decides that the provision for Individualization needs to be modified.

The procedure that has been established for modification is that a committee is assigned the task of making recommendations to present to the decisionmaking group for approval.

The last stage in the procedure is to establish the communication system by which the decisions and means of implementation are disseminated to personnel responsible for those aspects of the curriculum involved in the training process. Modification of the curriculum design affects steps III, IV, and V (see Figure 16, page 87), where changes in content and resources as well as implementation strategies and learning experiences (academic and field) may be necessary.

The above example is intended to demonstrate how procedures for curriculum design modification can be established during the curriculum development process. When the curriculum is analyzed, the mechanism for modification that has already been defined is activated.

Modifying Learning Units

Learning units, whether a course, module, or workshop, are designed to facilitate the acquisition and demonstration of competence. The data bases for making decisions about the need for modification of specific learning units include the Instructional Data, the TCAP, new knowledge and skills coming out of research and practice, and recommendations as a result of site visits.

Procedures for modifying learning units are different from those for modifying the curriculum design. The tasks involved in modifying a learning unit require a small group of people with different types of skills. The procedures should delineate a series of steps to be taken once the decision to modify is made. Review of the unit is followed by a statement of needs for change.

The ASK Analysis of the unit, as discussed in Chapter Three, is one way to review and determine whether the necessary attitudes,

skills, and knowledge have been identified, and appropriate content selected. Areas considered to be lacking are placed on the statement of needs. Additional input from the professional literature and research, site visits, and interns are added to the statement of needs.

The unit is then rewritten to include the items from the statement of needs. Materials and resources are selected or developed to support the unit content and to provide for individualization, and the curriculum development sequence is reactivated. Implementation strategies and learning experiences (academic and field) are developed to facilitate the acquisition and demonstration of competence in the Functional Area.

Once procedures for modification are defined, the process can be undertaken in a systematic fashion whenever a need for modification is indicated.

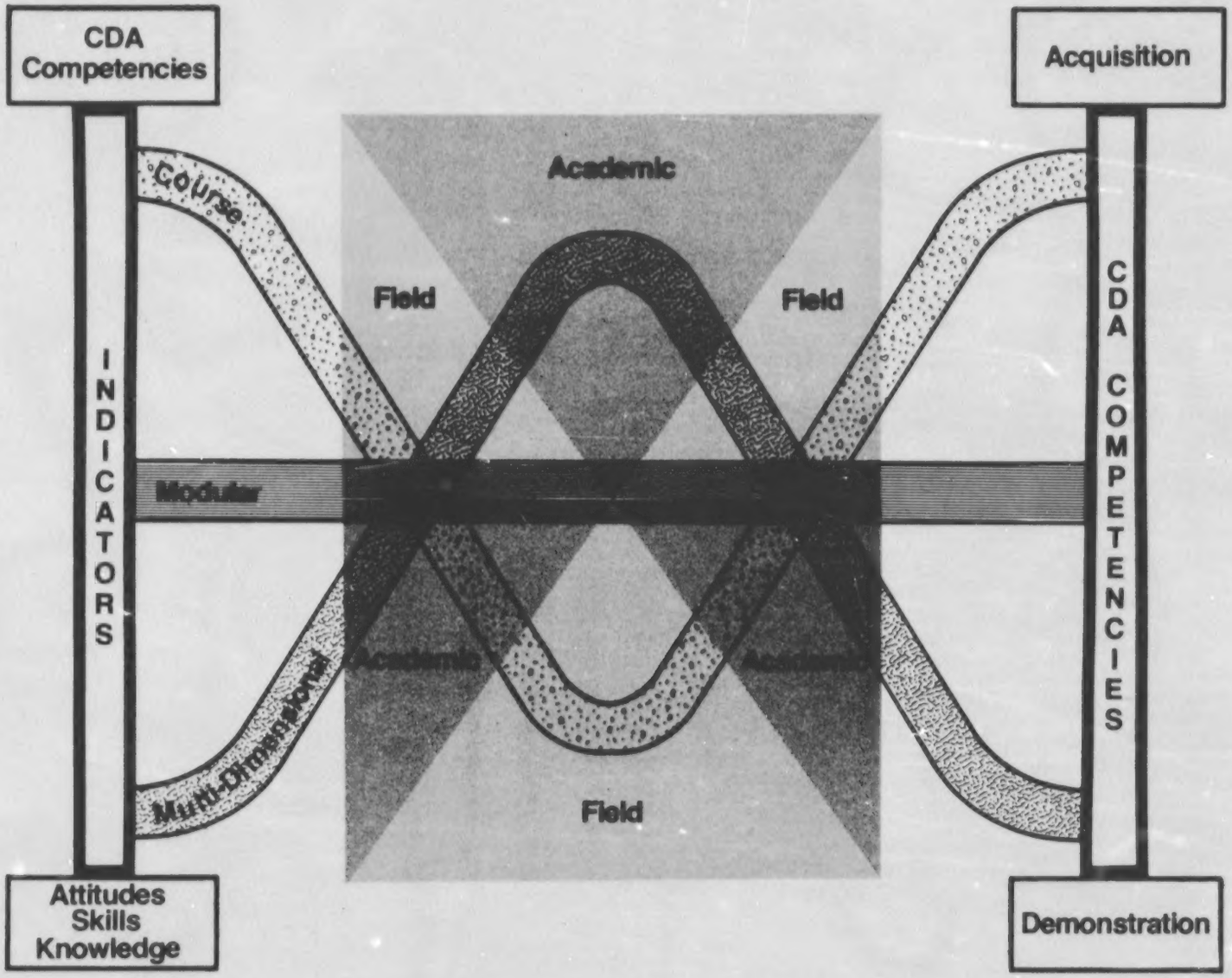
Summary and Concluding Statements

In this chapter of the "Guide," the procedures for conducting a systematic analysis of a CDA curriculum have been discussed. The tasks involved in analysis and modification have been related to the sequence of steps in developing a curriculum. The objective of the process is to determine where revision or modification of the curriculum can facilitate the goals of CDA training.

The approach to CDA curriculum development taken in this "Guide" might be labeled a "structured" approach in that it presents a sequence of steps to follow and tasks to be undertaken at each step. The rationale behind this systematic approach is that (1) by stipulating a basic structure and at the same time providing a variety of alternatives through guidelines and suggestions, innovation and diversity in CDA curriculums will be fostered; and (2) by building the concept of demonstrated competence into the basic structure, the integrity of the CDA training process and goals will be maintained.

Figure 17 graphically shows how the concept of demonstrated competence is integral to the curriculum development process. At the

Figure 17
CDA Curriculum Development Sequence



design phase the indicators of competence are used as a basis for generating the academic content and for selecting and synthesizing curriculum materials. In the next phase implementation strategies are designated that continue the focus on the acquisition and demonstration of competence through the dynamic interplay between acquiring knowledge and applying it in the field. The outcome for CDA interns--the curriculum goal--is the acquisition and demonstration of competence as child caregivers. Analysis and modification procedures center on the attainment of that goal.

The road ahead for CDA curriculum developers presents an exciting challenge. Many options are available. This "Guide" provides a map which marks the mileposts. The road to each must be built before it can be traveled.

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Appendix A: Glossary of CDA Terms and Procedures

Appraisal, initial appraisal, and ongoing appraisal--The processes by which training programs and interns themselves make judgments about the competence demonstrated by a CDA intern during training.

Assessment--The process by which the organization responsible for award of the CDA credential makes judgments about the competence demonstrated by a CDA candidate.

Bilingual (Spanish-English)/Bicultural Training Competencies--Additional competencies for teachers who work in Bilingual (Spanish-English)/Bicultural child care settings. In addition to the six CDA Competencies, they should also have knowledge and skills in:

- Comprehending and communicating with children and adults in both languages, and
- Supporting children's ethnic identity and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

CDA Assessment--The phase in the CDA Credential Award System in which the CDA candidate's competence in working with young children is determined./1/ This assessment is conducted by a team of persons, the Local Assessment Team (LAT), made up of:

- The CDA candidate
- The candidate's LAT advisor
- A parent-community representative
- A CDA representative.

Each member collects information on the candidate's performance. This information is brought to the LAT meeting where members study, discuss, and evaluate the information in relation to the CDA

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1. The Child Development Associate Consortium Credential Award System: A Report on Its Development and an Evaluation of Its First Year of Operation (Washington, D.C.: The Child Development Associate Consortium, 1976.

Competency Standards. They then make a recommendation regarding award of the CDA credential.

CDA candidate--The person who has been officially registered as a candidate for the CDA credential by the organization responsible for the CDA Credential Award System.

CDA, Child Development Associate--A person able to meet the specific needs of a group of children in a child development setting by nurturing children's physical, social, emotional, and intellectual growth by establishing and maintaining a proper child care environment; and by promoting good relations between parents and the child development center./2/

CDA Competency Areas--The basis of training and credentialing for Child Development Associates./3/ The CDA is expected to demonstrate competence in six areas. The six CDA Competency Areas listed below are followed by subcategories of skills, called Indicators, that relate to each broad CDA Competency Area:

1. Establish and Maintain a Safe and Healthy Learning Environment

   - Organize space into functional areas recognizable by the children, such as block building area, library, dramatic play area, etc.

   - Maintain a planned arrangement for furniture, equipment, and materials for large and small motor skills learning and for play that is understandable to the children.

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2. Competency Standards (Washington, D.C.: The Child Development Associate Consortium, Ed. 3, 1977).

3. Becoming a Child Development Associate: A Guide for Trainees (Washington, D.C.: Department of Health, Education, and Welfare, 1975).

- Organize the classroom so that it is possible for the children to be responsible, as appropriate, for care of belongings and materials.

- Arrange the setting to allow for active movement as well as quiet engagement.

- Take preventive measures against hazards to physical safety.

- Maintain adequate lighting, air, and heating.

- Establish a planned sequence of active and quiet periods and of balanced indoor and outdoor activities.

- Provide flexibility in planned arrangement of space and schedule to adjust to special circumstances and needs of a particular group of children or to make use of special educational opportunities.

- Recognize unusual behavior or symptoms in children that may indicate a need for health care.

II. Advance Physical and Intellectual Competence

- Use of kinds of materials, activities and experiences that encourage exploring, experimenting, and questioning and that help children fulfill curiosity, master skills, and progress toward higher levels of achievement.

- Recognize and provide for the young child's basic impulses to explore the physical environment and master the problems that require skillful body coordination.

- Increase knowledge of things in the child's world by stimulating observation and providing for manipulative, constructive activities.

- Use a variety of techniques for advancing the child's language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.

- Help children work gradually to recognize the symbols designating words and numbers.

- Promote cognitive power by stimulating children to organize their experiences (as they occur incidentally or by plan) according to relationships and conceptual dimensions; classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; family kinship; causality.

- Provide varied opportunities for children's active participation, independent choices, experimentation, and problemsolving within the context of a structured, organized setting and program.

- Balance unstructured materials such as paint, clay, and blocks with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.

- Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, seeking answers and solutions for the real problems that are encountered, and reviewing the outcomes of experience.

- Support expressive activities by providing a variety of creative art media and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.

- Use, support, and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program; provide time, space, necessary materials, and guidance in accord with the importance of play for deepening and clarifying thought and feeling in early childhood.

III. Build Positive Self-Concept and Individual Strength

- Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy or girl, as a member of his or her family and ethnic group, and as a competent individual with a place in the child community.

- Give direct, realistic recognition, based on the child's actual behavior, to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation.

- Demonstrate acceptance to the child by using the family's native language functionally in the group setting and helping the child use it as a bridge to another language for the sake of extended communication.

- Deal with individual differences in the child's style and pace of learning and in the social-emotional aspects of his or her life situation by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods, and by maintaining flexible, progressive expectations.

- Recognize when the child's behavior reflects emotional conflicts regarding trust, possession, separation, rivalry, etc., and adapt the program of experiences and teacher-child and child-child relationships to help the child develop the capacity to face these problems realistically.

- Be able to assess special needs of individual children and call in a specialist to help when necessary.

- Keep a balance between tasks and experiences that enable a child to enjoy the feeling of mastery and success and those that remain suitable, stimulating challenges to him or her and at the same time do not lead to discouraging failure.

- Assess levels of accomplishment for the individual child against the background of norms of attainment for a develcomental stage, taking into careful consideration his or her individual strengths and needs and considering the opportunities he or she has or has not had for learning and development.

IV. Promote Positive Functioning of Children and Adults in a Group Environment

- Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment and for the sake of social development.

- Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative--love, sympathy, enthusiasm, pain, frustration, loneliness, or anger.

- Establish a reasonable system of limits, rules and regulations to be understood, honored, and protected by both children and adults, as appropriate to the stage of development.

- Foster acceptance and appreciation of cultural variety of children and adults as an enrichment of personal experience; develop projects that use cultural variation in the family population as a resource for the educational program.

V. Bring About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations

- Incorporate important elements of the cultural backgrounds of the participating families--food, language, music, holidays, etc.--into the children's program in order to offer them continuity between home and center settings at this early stage of development.

- Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.

- Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.

- See each child as a member of his or her particular family and work with the family to resolve disagreements between the family's methods with the child and the center's handling of child behavior and ideas of good education.

- Recognize and use the strengths and talents of parents that contribute to the development of their own children and give parents every possible opportunity to participate in and enrich the group program.

VI. Carry Out Supplementary Responsibilities Related to the Children's Programs

- Make observations on the growth and development of individual children and on changes in group behavior, formally or informally, orally or in writing, and share this information with other staff involved in the program.

- Engage with other staff in cooperative planning activities--for example, changing the schedule or program

when necessary to meet particular needs of a given group of children, or incorporating new knowledge of techniques as they become available in the general field of early childhood education.

- Be aware of management functions, such as ordering supplies and equipment, scheduling staff time (helpers, volunteers, parent participants), monitoring food and transportation services, safeguarding health and safety, and transmitting needs for efficient functioning to the responsible staff member or consultant.

CDA Competency Standards--These are definitions of the 13 Functional Areas that further delineate the six broad CDA Competency Areas. Functional Areas were developed and defined by the CDA Consortium in order to direct the focus of observation within the Competency Areas. The definitions, or Competency Standards, for the 13 Functional Areas are:

1. SAFE: Candidate provides a safe environment by taking necessary measures to reduce and prevent accidents.

2. HEALTHY: Candidate provides an environment that is free of factors that may contribute to or cause illness.

3. ENVIRONMENT: Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level and learning style of the children.

4. PHYSICAL: Candidate provides a variety of appropriate equipment, activities, and opportunities to promote the physical development of the children.

5. COGNITIVE: Candidate provides activities and experiences which encourage questioning, probing, and problem-solving skills appropriate to the developmental level and learning style of the children.

6. LANGUAGE: Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and of understanding others.

7. CREATIVE: Candidate provides a variety of appropriate experiences and media that stimulate children to explore and express their creative abilities.

8. SELF-CONCEPT: Candidate helps each child to know, accept, and appreciate himself/herself as an individual.

9. INDIVIDUAL STRENGTH: Candidate helps each child develop a sense of independence and acquire the ability to express, understand, and control feelings relative to his/her cultural/ethnic group.

10. SOCIAL: Candidate helps the child learn to get along with others and encourages feelings of mutual respect among the children in the group.

11. GROUP MANAGEMENT: Candidate provides the group with a positive routine and with simple rules that are understood and accepted by children and adults.

12. HOME/CENTER: Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

13. STAFF: Candidate works cooperatively with other staff members where the center's plans, activities, policies, and rules are concerned./4/

CDA Credential Award System--The system developed by the CDA Consortium that provides for all necessary contracts, communica-

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4. Competency Standards. Op. cit.

tions, evaluations, and activities required of a person seeking the CDA credential./5/ Six phases are included:

1. Pre-entry process
2. Intake and initial assessment activity
3. Candidate readiness
4. Team assessment
5. Award
6. Post-award activities.

CDA Curriculum Terms--The following terms that relate to curriculum development were selected and defined specifically for this "Guide":

Academic content. The essential content that supports the development of appropriate attitudes, skills, and conceptual knowledge for competency acquisition.

CDA curriculum. An interrelated set of instructional and organizational components designed to enable interns to acquire and demonstrate the CDA Competencies.

Curriculum design. The structural plan for incorporating and interrelating the organizational and instructional components.

Implementation strategies. Methods for providing for the approaches to the CDA Training Criteria included in the curriculum design and consistent with the learning unit format.

Instructional components. The educational elements in the curriculum design that facilitate interns' acquisition and demonstration of the CDA Competencies: academic content, materials, resources, and learning experiences (academic and field).

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5. The Child Development Associate Consortium Credential Award System: A Report on its Development and an Evaluation of its First Year of Operation (Washington, D.C.: The Child Development Associate Consortium, 1976).

Learning experiences (academic and field). Activities designed to facilitate the development of appropriate knowledge, skills, and attitudes related to competency acquisition.

Learning unit. An academic structure that incorporates content, learning experiences, implementation strategies, materials, and resources designed to provide for the acquisition and demonstration of competence in a Competency or Functional Area. (Comparable terms are course, minicourse, and module.)

Learning unit format. Specified plan for the structure of learning units in the curriculum: course, modular, or multidimensional.

Organizational framework and components. The procedural elements in the curriculum design that provide structure and support for the instructional components, and structure for the interrelationship between the administrative procedures, the staffing pattern, learning unit format, and CDA Training Criteria approach.

Set of materials and resources. A synthesized grouping of written materials and other resources providing for individualized use within one learning unit.

CDA intern--The person (frequently called trainee) in CDA training whose goal is acquisition of the CDA credential.

CDA Training Criteria--The guidelines for implementing CDA Training:

1. The training must be based on the CDA Competencies and should lead to their acquisition.

2. Valid credit should be offered for CDA training.

3. Fifty percent or more of the intern's total training time must be spent in supervised field work.

4. Academic and field experiences must be integrated.

5. Training must be individualized according to each intern's strengths and needs with respect to acquisition of the CDA Competencies.

6. Training must be flexibly scheduled so that length of training time and exit from the training program depend on each intern's acquisition of the CDA Competencies.

Field Supervisor--The person (frequently called trainer) who advises, counsels, guides, instructs, and assists CDA interns in their field work during the training period.

Indicators--Subcategories of skills related to the six CDA Competency Areas and 13 Functional Areas. They are kinds of behavior and types of activities which indicate that a child caregiver is performing competently. They provide a basis for observations and for classifying or categorizing observations of a candidate's (intern's) performance within each Area.

LAT Advisor--The person (formerly called trainer) who observes and advises the CDA candidate during the assessment period for award of the CDA credential.

Personal Capacities--The patterns of relating to children identified as essential to the CDA's ability to demonstrate the CDA Competencies. These include:

1. Being sensitive to children's feelings and the qualities of young thinking

2. Listening to children to understand what they mean

3. Using nonverbal forms of communication and adapting adult verbal language and style to maximize communication with children

4. Protecting orderliness without sacrificing childish spontaneity and exuberance

5. Being perceptive of individuality and positive use of individual differences within the group of children

6. Exercising control without being threatening

7. Being emotionally responsive: taking pleasure in children's successes and being supportive when they experience troubles and failures

8. Bringing humor and imaginativeness into the group situation

9. Feeling commitment to maximizing the child's and his or her family's strengths and potentials./6/

Portfolio Documentation--A method by which the CDA intern (or candidate) documents evidence of demonstrated competence. Examples might be lesson plans, case studies, descriptions of parent involvement projects, etc.

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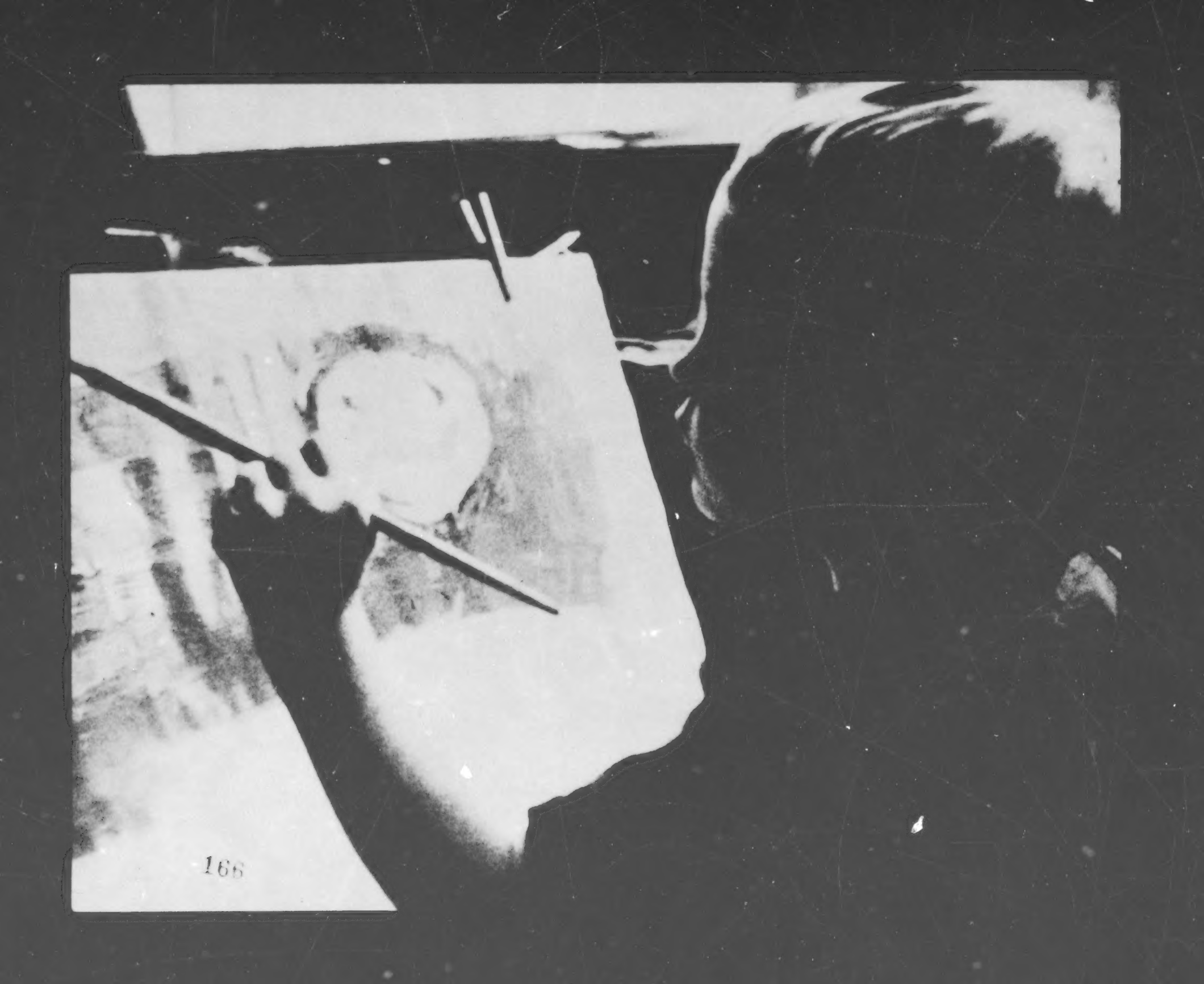
6. The CDA Program: The Child Development Associate, A Guide For Training (Washington, D.C.: Department of Health, Education, and Welfare, Pub. No. (OHD) 75-1065, April 1973).



Appendix B: Resources for CDA Curriculum

Over the years a wide variety of CDA curriculum and training materials have been developed. These include both printed and audiovisual materials that focus on the CDA Competency Areas, the separate Functional Areas, the Personal Capacities, Bilingual/ Bicultural training competencies, the CDA Training Criteria, and facets of the CDA Credential Award System.

For further information contact:

- Chief of Education Branch
  Development and Planning Division
  Administration for Children, Youth, and Families
  P.O. Box 1182
  Washington, DC 20013
  (202) 755-7794

- Media Productions, Inc.
  Box 1052
  Columbia, MD 21044
  (301) 465-1116

  (for slide/tapes and 16-mm films)

- Dr. Robert C. Granger
  Executive Director
  CDA National Credentialing Program
  1341 G Street, N.W.
  Suite 802
  Washington, DC 20005
  (202) 638-6656, (800) 424-4310

- The Eric Clearinghouse on Elementary and Early Childhood (ERIC/EECE)
  College of Education
  University of Illinois
  Urbana, IL 61801
  (217) 333-1386

- The Head Start Bilingual/Multicultural Resource Centers established by ACYF to assist Head Start grantees in developing bilingual/ bicultural and multicultural programs:

Region II

Head Start
Columbia University
Teachers College
525 West 120th Street
New York, NY 10027
(212) 678-3100

Region VI

Intercultural Development
Research Associates
5834 Callaghan, Suite 111
San Antonio, TX 78228
(515) 684-8180

Region VIII

Inter America Research
Associates
910 16th Street, Suite 722
Denver, CO 80202
(303) 534-1290

Region IX

Development Associates
693 Sutter Street, 3rd Floor
San Francisco, CA 94102
(415) 776-0120

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Appendix C: Ask Analysis: Functional Area, "Cognitive"

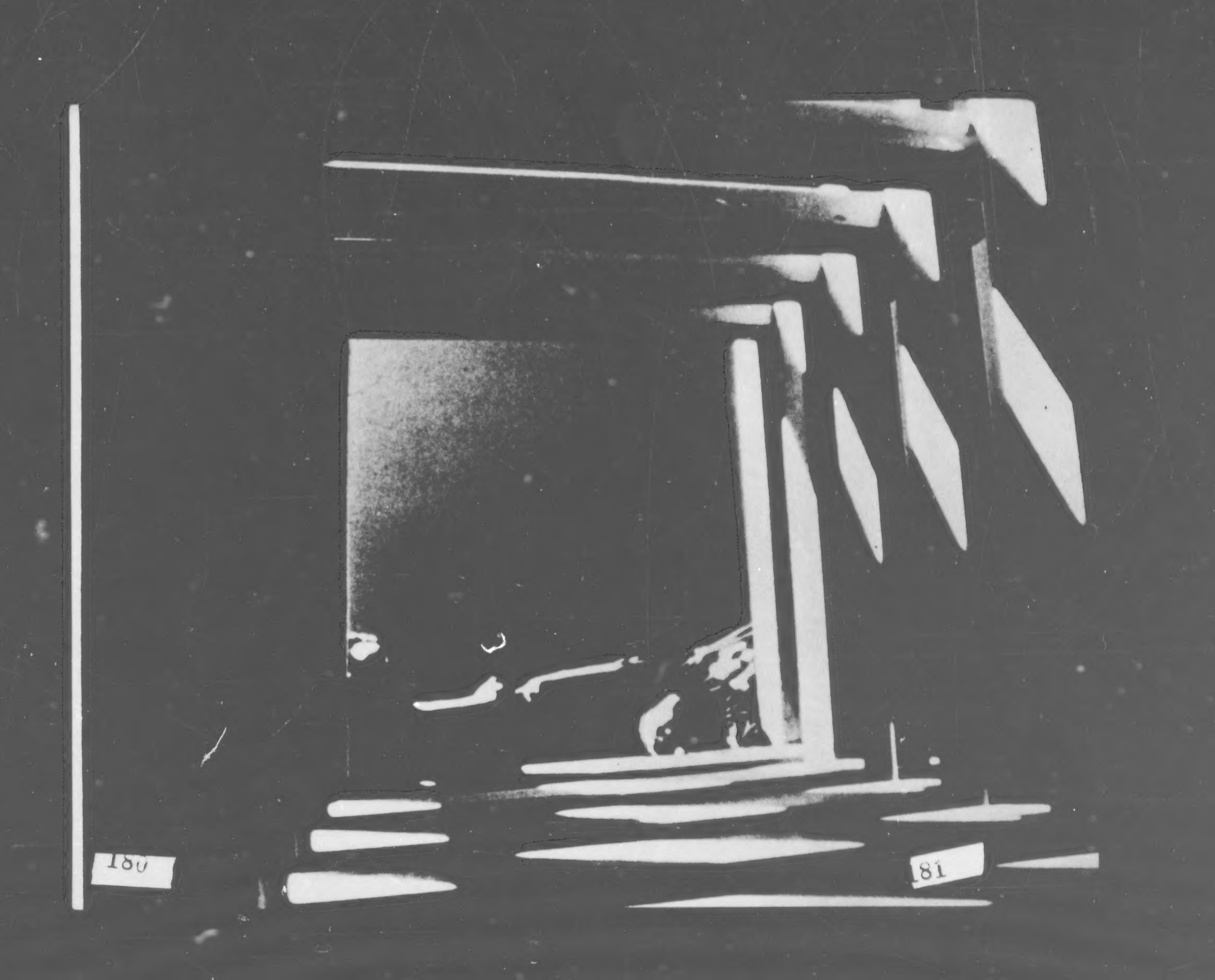
ASK ANALYSIS

Functional Area, "Cognitive"

INDICATORS	ATTITUDES	SKILLS	KNOWLEDGE	CONTENT
1. **Assesses the cognitive development and learning style of children.** 2. **Provides activities which are appropriate to individual's level and style of learning.**	• Accepts developmental differences in rate and style of learning • Accepts ethical responsibilities related to testing • Believes that results of developmental assessments should be used to help children develop at their own rate	• Identifies different learning styles • Uses formal and informal tools to assess children's cognitive level	• Cognitive development moves through a sequence of stages at varying rates • Children's cognitive level and style of learning can be assessed through formal and informal measures • Activities which are appropriate to level of functioning promote cognitive development	**Cognitive Development** • Theories • Stages, sequence and rate • Learning styles and modalities • Interaction with physical, social, and emotional development **Methods of Assessing and Prescribing for Cognitive Levels and Learning Styles** • Formal —Standardized Instruments —Teacher-made Tools —Profiles • Informal —Case Studies —Developmental Checklists
3. **Provides activities and materials which develop children's learning modalities (sensory, physical, perceptual-motor, kinesthetic)**	• Accepts all experiences, including play, as avenues to cognitive development	• Provides materials and activities which promote development of sensory, physical, perceptual-motor and kinesthetic skills	• Thinking in young children involves processing through sensory, physical, and kinesthetic channels	**Equipment, Materials, and Activities To Promote Development of Learning Modalities** • Sensory • Perceptual-motor • Large and fine motor • Kinesthetic

INDICATORS	ATTITUDES	SKILLS	KNOWLEDGE	CONTENT
4. **Uses questioning and problem-solving techniques to promote expanded and divergent thinking** 5. **Provides challenging experiences that stimulate curiosity and motivate children's learning** 6. **Provides feedback to children that encourages independent thinking**	• Approves expression of creative or divergent thinking • Accepts "learning by doing" as slower but more effective than being told "facts"	• Uses questioning techniques that promote different kinds of thinking • Plans activities that stimulate curiosity, questioning, and exploring • Uses a variety of feedback techniques to encourage independent thinking	• The form of questions used guides the development of thinking • Convergent and divergent thinking are both important • Characteristics of young children's mode of learning include curiosity, questioning, exploring, doing, and repetition • Motivation stems from using and reinforcing children's natural modes of learning	**Multiple Techniques To Promote Thinking** • Questioning techniques • Ways of providing feedback • Promoting and providing problem-solving activities • Guided discovery learning • Approaches for different learning styles • Matching learning experience to children
7. **Provides materials and activities to promote development of cognitive operations (classifying, seriating, comparing, contrasting, memorizing, generating hypotheses)**	• Values the development of cognitive operations as an essential task	• Uses a variety of techniques to develop cognitive operations • Uses a variety of materials to develop cognitive operations	• Cognitive growth involves the development of operations as well as acquiring information and concept formation	**Components of Cognitive Growth** • Operations • Information • Concept formation
8. **Provides activities and materials for acquiring information and concepts about the world:** **—Mathematics (shapes, space, time, numbers, etc.)** **—Science (plants, animals, magnets, electricity, evaporation, etc.)** **—Social Studies (family, community, history, geography, civics, etc.)**	• Accepts mathematics, science, and social science as appropriate content areas for young children of both sexes	• Creates and uses commercial materials to develop concepts and information about: —Mathematics —Science —Social Studies • Provides activities to develop concepts and information about: —Mathematics —Science —Social Studies	• The elements of mathematics, science, and social studies appropriate as for early childhood	**Methods and Materials for Mathematics, Science, Social Studies** • Content • Methods • Activities • Materials

INDICATORS	ATTITUDES	SKILLS	KNOWLEDGE	CONTENT
9. Uses ongoing center routines and activities to encourage children's cognitive growth	• Places children's cognitive processes (sensory, perceptual timing, wondering, etc.) into perspective with scheduling priorities	• Builds cognitive growth experiences onto creative and child-initiated activities • Uses routine activities to promote cognitive growth • Uses spontaneous occurrences to promote learning and thinking	• Child initiated activities enrich the motivation to learn • Routine activities are rich sources of information for concepts and cognitive operations • Spontaneous occurrences enrich the variety of cognitive growth experiences	**Integrating Cognitive Activities into the Ongoing Schedule** • Planned experiences • Using routine activities to promote cognitive growth • Using child-initiated activities to build cognitive skills • Using creative activities to promote independent thinking
10. Adapts equipment, materials, and activities to meet individual needs **11. Provides materials and activities that stimulate focused behavior (initiating, attending, carrying through, etc.)**	• Believes that materials and equipment are important learning resources • Respects attitudes of self, other adults, and children toward cognitive experiences and materials (animals, fingerpainting, waterplay, etc.)	• Uses cognitive experiences and materials in a variety of ways • Identifies the potential of experiences and materials for providing challenge and stimulation	• Materials and experiences can be used in different ways to meet individual learning styles and cognitive levels	**Materials and Resources** • Commercial • Creating materials • Using materials in a variety of ways
12. Demonstrates respect for differences by accepting different forms of behavior children bring from home	• Respects differences of lifestyles of children and their families as they affect cognitive function • Recognizes that physical, social and emotional development interact with cognitive growth	• Attends to children's expression of fear, anxiety, pride, etc. • Maintains children's dignity	• Children bring different experiences and concepts to the classroom which reflect their home life, values and attitudes • Belittling children's values and attitudes promotes negative self-concepts	**Self-Concept Theory Related to Cognitive Function and Attitudes** • Self-awareness • Values and attitudes in self, children, and other adults; their development and impact on self-concept and cognitive function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Appendix D: Training Criteria Analysis Protocol (TCAP)

Introduction

The CDA Training Criteria are an integral part of the CDA curriculum design. The CDA Competencies and Functional Areas are the focus of CDA training. The Training Criteria Analysis Protocol (TCAP) is an instrument developed by University Research Corporation that can be used to examine the extent to which there is provision in CDA curriculum materials and training resources for each of the CDA Training Criteria. It can be used to analyze one piece of material or sets of materials and resources for each learning unit of the curriculum. The method involves an analysis based on a Competency or Functional Area. The procedures review both the structure and the training process in relation to the Training Criteria.

A seven-point scale is used in administering the TCAP. Although it employs numbers, the scoring system is not designed as a quantitative measure. It is used as a means of enabling CDA programs to determine how well each of the Training Criteria is provided for.

Directions for The TCAP

Either one curriculum item (for example, a module or syllabus) or a complete set of materials and resources for a learning unit is assembled and examined for provision of the Training Criteria.

The following items are sources for obtaining evidence for documentation:

- Instructions or directions to the intern
- Indicators or performance objectives for entry and exit appraisal
- Designated academic learning experiences and products
- Alternative options for learning experiences and products
- Provision for valid credit
- Learning experience directions or assignments which establish relationship between academic and field components
- Provisions for exit from the learning unit whenever competence can be demonstrated.

When documentation is found for provision of one Criterion, it is entered on a worksheet and scored from one to seven. When all documentation for the Criterion is listed, the average score is entered in the appropriate box on the TCAP.

An example to illustrate the procedures--using a module from the Arizona HSST/CDA Program--is presented below./1/

The Arizona Program contains two modules for the Functional Area "Home/Center." The material used in the example is taken from one of the modules which contains: notes to the intern; a set of 10 objectives, each with an accompanying list of suggested activities; a study guide; resources for further study; and supplemental forms and charts.

The first item examined in the module for provision for Individualization is the "Note to the Intern." For example:

> *The activities given in this module are suggested activities and should be used if they are appropriate to your learning needs. You or your advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.*
>
> *Your advisor will evaluate your performance in each of the objectives. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do however, have to demonstrate the required skills for your advisor.*

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1. Foster, Cheryl, Establishing Relationships with Parents to Facilitate Communication, the Arizona/Nevada HSST Child Development Associates Program, Module #10. (Please note: the term "advisor" is used in the Arizona CDA Program for the field supervisor.)

The statements are judged as a high level of provision for Individualization. The information is entered on the worksheet (see page 130).

The second item documenting Individualization is the list of suggested activities for demonstrating objectives. For example, the list of activities supporting objective 5 is:

OBJECTIVES	*SUGGESTED ACTIVITIES*
5. *The intern will know the various types of contact with parents, the strengths and limitations of each, and use the kinds of contacts which are practical and beneficial for s/him.*	5. *Read Section V of the Study Guide* a. *List the opportunities for contact with parents and the strengths and limitations of each.* b. *Evaluate which types of contact you have used most often, which types are feasible in your situation, and which ones you have not used that you would like to try.* c. *Use a variety of techniques (conversations with parents as they come and go with their child, telephone calls, home visits, notes, newsletters, parent visits in classroom, group meetings, and social events) to maintain contact with parents of all of the children in the center.*

d. *Visit with another teacher in another center and identify one technique that s/he is using that could work for you.*

e. *Read one of the five articles in Resources for Further Study--#1 (choose from pages 196-223) and select one technique that could improve your contact with parents.*

This item demonstrates a variety of activities which provide for Individualization; however, it suggests only written material for acquisition of content. It receives a low score because it does not suggest other resources for acquisition of content.

Figure D-1
Training Criterion Worksheet, Individualization

Training Criterion Worksheet

INDIVIDUALIZATION
Criterion

ITEM	SOURCE	SCORE	COMMENTS
Notes to the Intern	Module #10	7	
Objective/Activities	Module #10	5	No resources other than written materials

The process illustrated in Figure D1 is continued until all items documenting Individualization are entered on the worksheet. The score entered in the box for Individualization on the TCAP is based on the number of items, the comments, and the average of the scores (See Figure D2.)

Figure D-2
Average Score for Individualization

Training Criteria Analysis Protocol
(for Program Self-Study)

Competency/ Functional Areas	Integration Academic and Field	50% Supervised Field Experiences	Individ-ualiza-tion	Flexible Sched-uling	Valid Credit	Total Functional Area
Home/Center			6			
Total Competency V						

The TCAP is completed by following the procedures described to obtain scores for each Training Criterion in each learning unit. Blank rows at the bottom of the TCAP provide space for analyzing other learning units, such as one for the Personal Capacities, Communication Skills, etc. Figure D3 shows a sample of a completed TCAP.

The final stage in completing the TCAP is to total the scores entered as follows:

- Add the total scores across each row (Functional Area or Competency) if learning units are so structured
- Total the scores for each column (criterion) in the Competency row if the Functional Area format is used.
- Add the total scores for each Criterion (bottom row) across the entire curriculum.

Figure D-3
Training Criteria Analysis Protocol

Training Criteria Analysis Protocol

(for Program Self-Study)

Competency/ Functional Areas	Integration Academic and Field	50% Supervised Field Experiences	Individualization	Flexible Scheduling	Valid Credit	Total Functional Area
Safe	6	5	3	3	1	18
Healthy	5	4	4	5	1	19
Environment	6	7	6	7	7	33
Total Competency I	17	16	13	15	9	
Physical	4	3	3	4	1	15
Cognitive	7	6	4	7	7	31
Language	5	6	6	6	7	30
Creative	3	3	2	3	1	12
Total Competency II	19	18	15	20	16	
Self-Concept	4	3	4	1	1	13
Individual Strength	5	5	3	3	1	17
Total Competency III	9	8	7	4	2	
Social	6	4	4	3	1	18
Group Management	6	7	3	3	7	26
Total Competency IV	12	11	7	6	8	
Home/Center	6	7	4	7	1	25
Total Competency V	6	7	4	7	1	
Staff	3	3	4	7	1	18
Total Competency VI	3	3	4	7	1	
TOTAL TRAINING CRITERIA	66	63	50	59	37	
Bilingual Bicultural #1						
Bilingual Bicultural #2						

Scoring Key	1	2	3	4	5	6	7
	▲ No Provision			▲ Moderate Degree of Provision			▲ High Degree of Provision

The completed TCAP shows that the scores for Self-Concept (13); Creative (12); and Physical (15) are significantly lower than the scores in other Functional Areas. Scores in the bottom row, "Total Training Criteria," for Individualization and in Valid Credit are also low.

As a result of this TCAP analysis, the curriculum developers could decide to review the learning units for Self-Concept, Creative, and Physical. They might also review the organizational components of the curriculum design with respect to provision for Individualization and Valid Credit.

Training Criteria Analysis Protocol Forms

Training Criteria Analysis Protocol

(for Program Self-Study)

Competency/ Functional Areas	Integration Academic and Field	50% Supervised Field Experiences	Individ-ualiza-tion	Flexible Sched-uling	Valid Credit	Total Functional Area
Safe						
Healthy						
Environment						
Total Competency I						
Physical						
Cognitive						
Language						
Creative						
Total Competency II						
Self-Concept						
Individual Strength						
Total Competency III						
Social						
Group Management						
Total Competency IV						
Home/Center						
Total Competency V						
Staff						
Total Competency VI						
TOTAL TRAINING CRITERIA						
Bilingual/Bicultural #1						
Bilingual/Bicultural #2						

Scoring Key	1	2	3	4	5	6	7
	▲ No Provision			▲ Moderate Degree of Provision			▲ High Degree of Provision

Training Criterion Worksheet

_____ _____

Criterion

ITEM	SOURCE	SCORE	COMMENTS

For more information about the CDA Program, please contact:

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Other volumes in the series are:

A Guide to Field Supervision

A Guide to Program Administration

A Guide to Training